BETTER ENGLISH MIDDLE BOOK

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Aims
1. Stand straight.
2. Look at the class.
Speak loud enough.
Speak distinctly.
Avoid too many and's
6
7
8

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BETTER ENGLISH

MIDDLE BOOK

BY

HARRY JEWETT JESCHKE, M.A.
AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

MILTON C. POTTER, LITT.D.
SUPERINTENDENT OF SCHOOLS, MILWAUKEE, WISCONSIN

AND

HARRY O. GILLET, B.S.
PRINCIPAL, THE ELEMENTARY SCHOOL, UNIVERSITY OF CHICAGO

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PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the fifth and sixth grades aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those schoolroom situations, the speech needs of the world beyond the schoolroom are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and's*, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

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MIDDLE BOOK

PART ONE

1. *Test:* How Well Can You Speak?

The boy whom you see before the class in the picture at the front of the book is telling a story. It is the story that is printed below. Notice how attentively his classmates are listening. Read what the girl has written on the board.

Those children are having a test. Each pupil tells the story in his turn, to show how well he can do it. The class points out where each story-teller is strong and where he is weak. In this way he learns what he needs to study and practice during the year.

Theseus Learns of the Great Flat Stone

Once upon a time there lived in a distant country a boy named Theseus, the bravest lad in all the land. When he was fifteen years old his mother took him to the top of a grassy hill behind the little fishing village that was their home. On that hilltop stood an ancient building from the steps of which one could see across the blue bay to the purple mountains on the opposite shore. She led him to a tall tree which grew beside the building and was

surrounded by a dense thicket, and she said: "Theseus, my son, go into that thicket. At the foot of the tall tree you will find a great flat stone. Lift it, and tell me what you see underneath."

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

STUDY

† Do you know how to study? Have you learned to work alone? Prepare yourself for the test by silently reading and answering the questions below:

1. When you tell the story above, what will you tell first? What next? What after that?

2. Without looking at the story again, can you tell what kind of hill is spoken of, what kind of village, what kind of bay, what kind of mountains, what kind of thicket, and whether the tree was high or low?

3. How ought you to stand when you tell the story?

4. Can you make yourself remember to speak loud and distinctly?

5. Do you know that *Theseus* is pronounced *thē'sūs*?

Speaking. Tell the story. When you have finished speaking, your classmates will kindly say how well you have stood the test.

2. *Test:* Can You Think of Interesting Things to Say?

When you speak, two things count: (1) what you say, and (2) how well you say it. In the last exercise you were tested to show how well you could speak. Now let us see whether you have original ideas.

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See explanation in Teachers' Manual.

The story of Theseus that you have been telling is an unfinished story. It does not tell what Theseus saw after he had rolled the great flat stone away. What was that? Perhaps you know the rest of the story. If you do, remember that now, as you make up the next part, you are asked to tell not what really happened but something altogether new. This will show whether you can think of interesting things to say.

In a certain school a boy named John told the following story of what happened when Theseus rolled the stone away:

> Theseus saw a grating of heavy iron bars beneath which there was a framework with glass, like a window. It was a window! When he kneeled on the grating and rubbed the dust off the glass, he could see through it. What he saw astonished him.
>
> He seemed to be looking down into a strange country with strange people in it. Far below him they went about their work and business without knowing that he was looking down at them through a hole in the sky. "I must visit that strange country," he cried, as he ran eagerly to tell his mother.

STUDY

As you work on *your* ending for the story of Theseus, silently read and answer the following questions:

1. What are some of the things that Theseus might have seen underneath that stone?

2. Do you think that John gave an interesting answer to the question? Can you make up a better one?

3. Have you thought of anything like these:

(1) a bag of gold;
(2) a magic lamp such as Aladdin had (if you know that story);
(3) a stairway leading to no one knows where;
(4) a stairway up which a giant was coming to see who had dared to roll the stone away;
(5) a steel box containing — what?

4. What does Theseus do when he sees what is beneath the stone?

Speaking. Tell your classmates what interesting thing Theseus saw and what he did then. Do not tell more than that. Four or five sentences will do, for this is a test not of how long you can talk but of how novel a story you can invent.

Class Conversation. The class will talk about the different stories told. At the end they will decide which pupils had the most original ideas.

° If you wish to tell a second story about what Theseus saw and did, you may do so, but be sure that it is an interesting story to which you ask the class to listen.

3. Improving Your Speaking

The two tests that you have just taken show that you need to improve your speaking in a number of ways.

° The sign **o** means optional. See explanation in Teachers' Manual.


F. LAMONT

STUDY

Silently read and answer the following questions:

1. Are you good at thinking of interesting things to say? Did the test show that?

2. Who do you think is the best speaker in the class? In what ways is he a better speaker than you are?

3. Is it true that you do not speak loud enough and distinctly? Why do you not?

4. Do you sometimes use incorrect English when you speak to the class?

5. What do you think your worst faults are as a speaker?

6. If you should make a list of things to which to give special attention as you strive to improve your speaking, what would you include in that list?

Of the things to be studied and practiced during the year, in order that you may become a better speaker, which one ought we to take up first? Perhaps the first practice ought to be in standing straight and speaking in a loud, clear, and pleasant tone of voice.

Speaking. As you follow the directions in paragraph 1 below, try to follow also those in paragraphs 2, 3, and 4:

1. Tell your name, where you live, and the name of the school to which you go. Do it in short sentences, as Thomas did:

> My name is Thomas Ebery.
> I live at 346 Faraday Street.
> I go to the Wilson School.

2. Stand straight, squarely on both feet, with hands at sides.

3. Look at your classmates, and look at them in a friendly way.

4. Speak loud enough for everyone in the room to hear you, speak distinctly enough for everyone to understand you easily, and make your tone of voice as pleasant as you can.

The question is whether you can do those four things at one and the same time.

PRACTICE

In a friendly way your classmates will tell you in what respects you have succeeded and in what you have failed. Be glad to learn these things, for now you can speak again, giving the same information as before, but doing it better. You may have to try more than once before you succeed. Instead of telling your name, address, and school each time, you may give short sentences about the following matters or about something else that would be interesting:

1. Where your father and mother were born and where they have lived.

2. Whether you go to Sunday school and who teaches you at that school.

3. What your favorite game is and who taught you to play it.

4. Who your favorite moving-picture player is and when you last saw him in a play.

4. *Test and Review:* Do You Use Correct English?

A number of words that are often used incorrectly are contained in the sentences below.

Test. Write the numbers 1 to 31 on a sheet of paper. Opposite these numbers write the correct words from the parentheses in the following sentences. That is, opposite your number 1 write the correct word from parenthesis 1; and so on.

1. Who has (**saw** [1] **seen**) my book? Where has it (**gone** [2] **went**)?
2. It was (**lying** [3] **laying**) here when I (**seen** [4] **saw**) it last.
3. What have you (**done** [5] **did**) with it? Where has it (**went** [6] **gone**)?
4. (**Were** [7] **Was**) you in the room, or where (**was** [8] **were**) you?
5. The wild geese have (**come** [9] **came**) back from the North.
6. They have (**went** [10] **gone**) South. Where (**were** [11] **was**) they last summer?
7. (**Them** [12] **Those**) are the birds that I (**saw** [13] **seen**) last spring.
8. I (**haven't** [14] **have**) (**never** [15] **ever**) (**saw** [16] **seen**) (**those** [17] **them**) birds before.
9. (**May** [18] **Can**) I go with you to the woods?

10. Then you can (**learn** [19] **teach**) me about birds.

11. The cat (**lies** [20] **lays**) on the bed. She just (**come** [21] **came**) in.

12. I'll (**teach** [22] **learn**) her a lesson. She will never (**lay** [23] **lie**) there again. I never (**seen** [24] **saw**) her (**lie** [25] **lay**) there before.

13. What have they (**did** [26] **done**) to (**those** [27] **them**) pumpkins?

14. Who has (**done** [28] **did**) this? Who has (**came** [29] **come**) in here?

15. (**Can** [30] **May**) I go and see where they have (**went** [31] **gone**)?

When the teacher reads the correct words, mark your paper. How well did you pass the test? Which words, if any, do you need to study more?

STUDY

In preparation for the drill below, learn to use correctly the words you missed in the test. The Index will tell you the pages on which those words are explained. Turn to the Index. Notice that it is somewhat like a little dictionary. Study it and try to find out how to make it help you.

Drill in Correct Usage. As you read the test sentences above, choose the correct word or words for each. Increase your speed with each reading. Perhaps the teacher will time you. Every mistake adds to your time, as does indistinct reading.

5. Choosing a Subject for a Talk

The teacher had asked each pupil to tell about something that had happened to him in the last day or two. Jane chose for her subject, "Going to School in the Morning." This is the talk she gave:

> I kissed Mother good-by and started for school. At the corner I met Mary. We walked together and talked. After a while Lucy joined us. She wore a pretty new dress. A little dog ran out of a yard and barked at us. We were afraid he might bite us. We were careful at the crossing. A boy was hurt there last year. Mary said good morning to the policeman. The school bell began to ring. We walked faster. Soon we were in our seats and beginning our lessons.

Jane's subject is so large that it is really half a dozen subjects in one. It would have been better if she had taken one of these and talked about that.

We wish she had said something more about the little dog that dashed out of a yard, barking and showing its teeth, and frightened those girls. Then there is the story about the boy who was hurt at the crossing last year. We wish Jane had told more about that, as well as about Lucy's new dress. Jane does not tell us what kind of dress it was, what its color was, how Lucy looked in it, or what the girls said about it. That is a

story in itself. Still another story could be told about the policeman. We wonder whether the policeman is a friend of Mary's. Is he a jolly policeman who likes children? Perhaps he has a boy or a girl of his own.

It is easy to see that Jane talked about half a dozen subjects at one time. That is why she could tell so little about each one. "Going to School in the Morning" is too big a subject for a short talk.

Notice George's subject, "A Dog that Likes a Joke." George has picked out just one little thing that he saw on his way to school. Therefore, his talk will be not a list of things but a story about one thing. Here it is:

> Every morning at schooltime a sly little terrier sits on his front porch and waits for three girls to come along. I think he laughs to himself as he waits, for he knows he is going to have some fun. When the girls reach the sidewalk by his yard, the fun begins. Barking furiously, he jumps up and dashes across the lawn as fast as his short legs can carry him. You would think he was chasing a burglar, or a bad boy who had smashed a window. It is only three girls going quietly to school. Still barking and showing his teeth, he follows them a short distance. The frightened girls look at him timidly, as they hurry away. He thinks it is a good joke that three big girls in the fifth grade are afraid of one little dog. Proudly he goes back to his porch and laughs again.

George has taken for his subject one of the many things about which Jane talked. George talked about that one thing and nothing else. Notice how much more interesting his talk is than Jane's.

Remember to choose a little subject rather than a big one. Choose a narrow subject, not a wide one. Choose some one little thing that you have seen or heard or that has happened to you, and tell about that when you speak.

Exercise. For practice in choosing subjects for talks, study the following numbered pairs. Each contains a subject that is too large for a talk and another that is narrow and more suitable. Tell in each case which is the better subject.

1. The Zoo
   The Animals I Like Best to Watch at the Zoo
2. The Monkey Cage
   Do Monkeys Like Candy?
3. Does Jocko Remember Me?
   Watching the Monkeys
4. Feeding the Elephant
   Can an Elephant Chew Gum?
5. What I Liked Best at the Circus
   Going to the Circus
6. How I Lost My Pocketbook at the Circus
   Going to the Circus
7. Going to the Circus
   The Elephant that Could Stand on His Head

8. On the Way to School
How Fred Smith Was Run Over

9. Trying to Mail a Letter in a Fire-Alarm Box
On the Way to School

10. Studying the Spelling Lesson on the Way to School
On the Way to School

11. Helping Mother
How I Happened to Spill the Milk on the Carpet

12. How I Lost My Rabbits
My Rabbits

13. After-School Fun
I Win a Race on Roller Skates

14. Things to Do Saturdays
I Make the Highest Pair of Stilts

STUDY

As you study to prepare for the exercise below, silently read and answer these questions:

1. Have you heard or seen anything today about which you would like to tell the class?

2. Did you dream last night? Would the dream be an interesting thing to tell the class?

3. Who gets up first in the morning at your house? Who gets up last? Is it easy for you to jump out of bed? Does your mother have to call more than once? Would this make an interesting story to tell?

4. Did you ever tear a shoe lace as you were hurrying to get ready for school? Why not tell about that?

5. Can you sew? Perhaps you have made dolls' dresses. The class would enjoy hearing what trouble you had when you made your first doll's dress.

Speaking. Many little things are happening to everyone every day. Choose one of these. You are not to talk about it now but only to tell what it is. When you are called upon, rise in your place and give your subject. Give it in a few words, but be sure that it is not too large a subject for a short talk.

Class Conversation. The class will talk each subject over and decide whether it is too large. The class will try to help speakers narrow their subjects.

6. Starting Your Story Well

A boy began his story with this sentence:

> One morning when Mother called me I did not jump out of my warm bed right away.

When you read that interesting sentence you wonder what happened next. Did the boy fall asleep again? Did his mother let him sleep right on until he was so late that he had to run to school without his breakfast? Or did his father come into the bedroom to wake him up? That beginning sentence makes us wish to hear the rest of the story. It is a good beginning sentence.

Read the beginning sentence of another story:

> I did not hear the policeman calling to me as I was hurrying to school yesterday morning.

Are you not interested at once? Why did the policeman call? What did he do when he saw that the boy paid no attention to him? You want to know these things. A beginning sentence that wakes you up in this way is a good beginning sentence.

Look now at this sentence:

> I am in the fifth grade in school.

You do not expect anything exciting to happen after such a beginning. You do not care to hear the rest of that story. This is not the best way to begin a story.

Exercise. Tell which of the following sentences would make interesting beginnings for stories, and explain why you think so:

1. I go to school every day.
2. I like to go to school every day except Friday.
3. One time I went to school on Saturday morning.
4. It was not easy for me to learn to ride a bicycle.
5. I have a bicycle.
6. I know how any boy can get a silver watch in less than one month.
7. My father has a gold watch.
8. I am afraid that I shall never see my cousin Lucy's pony again.
9. We have a radio set at our house.
10. Yesterday was my birthday.
11. I heard strange noises in our garage last night.
12. If I only had another chance, I should not spend all my pocket money for candy.

13. I dreamed last night that I was flying to school in an airplane.

14. My big brother has a new pocketknife.

15. When I lost my brother's new pocketknife, I did not know what to do.

STUDY

Prepare to make an interesting beginning sentence for a talk by silently reading and answering the following questions:

1. If the beginning sentence does not make the hearer wish to know what happened next, is it a good beginning sentence?

2. What is the subject you chose several days ago?

3. What interesting beginning sentence can you make for your talk about that subject?

Speaking. Rise and tell the class again what the subject is that you chose several days ago. Then give the beginning sentence of your talk. Give it in a clear voice in order that everyone in the room may understand it.

Class Conversation. Your classmates will talk about each beginning sentence and will try to make each poor one better.

7. Telling the Story of Some One Thing that Has Happened to You

You already know what you are going to talk about. You decided that several days ago. You have already made your beginning sentence. Now you need only to

tell your story, but that will not be easy if you wish to tell it so well that the class will really enjoy it.

STUDY

Study this question of how to tell your story well. Have you learned to study things out for yourself? The following questions will help you do this. Read and answer them silently.

1. Do you usually speak loud enough for everyone in the room to hear you?

2. Do you sometimes mumble, or swallow your words?

3. How can you make yourself remember to stand straight and to speak in a loud, distinct, and pleasant voice when you tell your story? How will this help your story?

4. In the test more than a week ago what faults in your speaking were pointed out by the class? How can you keep those out of your story?

5. What happens first in your story? What next? How does it end?

Speaking. Tell the class the story of some one thing that has happened to you.

PRACTICE

The class will tell you two things: (1) in what way your story was enjoyable, and (2) how it might be improved. The first pupil in the first row may begin. Let us suppose that you are George and have just told the story "A Dog that Likes a Joke." Perhaps the first pupil says, "I like that

part of the story best, George, in which the little dog laughs to himself."

George nods pleasantly to this speaker. The nod means, "Thank you for that kind remark, Tom."

Now the second pupil in the first row, Fanny, rises to speak. Perhaps she will say: "You had an interesting story, George, but it was hard to hear you. It sounded as if you were talking through your nose."

Again George nods pleasantly, because he knows that everything said about his story is said to help him to do better next time.

Now the third pupil is asked to say what he thinks. Perhaps he says, "I think it was all very interesting, George."

But here the teacher interrupts. "That will not do, Fred. You must say in what special way you found the story interesting. Point out exactly what you liked and tell why you liked it."

Fred rises in his place again and now he says: "I liked your story, George, because it was funny. The little dog was playing a joke on the three timid girls. I agree with Fanny that it was a little hard to understand you."

So one pupil after another will tell what he thinks of your story. Listen and learn. Then try once more. Tell your story again, but this time avoid the mistakes you made before.

8. Correct Usage: *doesn't, don't*

It is incorrect to say: He *don't.* That means He *do not,* which you know is wrong. Say instead: He *doesn't* or He *does not.*

It is incorrect to say: John *don't* or Mary *don't* or The man *don't.* The right thing to say is: John *doesn't,* Mary *doesn't,* and The man *doesn't.*

Speaking. In preparation for the following game say several times rapidly but distinctly: *He doesn't, he doesn't, he doesn't, he doesn't, he doesn't.* In the same way repeat each of the following several times: *She doesn't sew well; The boy doesn't sing well; The horse doesn't trot well; The car doesn't run well.*

Game. A boy named Tom is sent from the room. The class selects one of its number, say Julia, to play that she lives in a distant city of the United States. Let us say the city chosen is Montgomery, Alabama. Now Tom returns to the room, and this conversation follows:

TEACHER. One of our number doesn't live in this city any more, Tom. She lives in another city. Can you guess which?

TOM [*asking a classmate*]. Does she live in the East, Fred?

FRED. No, she doesn't live in the East, Tom.

TOM. Does she live in the West, Helen?

HELEN. No, she doesn't live in the West, Tom.

TOM. Does she live in the South, Ralph?

RALPH. Yes, she lives in the South, Tom.

TOM. Does she live in Florida, Margaret?
MARGARET. No, she doesn't live in Florida, Tom.
TOM. Does she live in Alabama, Joe?
JOE. Yes, she lives in Alabama, Tom.
TOM. Does she live in Birmingham, Ray?
RAY. No, she doesn't live in Birmingham, Tom.
TOM. Does she live in Montgomery, Frank?
FRANK. Yes, she lives in Montgomery, Tom.

Every question must begin with the words *Does he* (or *she*) *live in* and every answer with either *Yes, she lives in* or *No, she doesn't live in.* Besides, every question and answer politely includes — whose name?

9. Pronouncing Correctly

Can you pronounce correctly the words you have been studying during the last year or two? These are given in the Appendix, pages 340–341.

Test. With the class listening attentively, to catch you in a mistake if you make one, read the words in groups *A* and *B* on page 340. Speak each word distinctly, in order that everybody may be sure how you pronounced it. Can you do this without a mistake?

Review. Make a list of the words you mispronounced, and study them until you can pass the test above with a perfect record.

The following words are sometimes pronounced incorrectly:

1. arithmetic
2. machinery
3. history
4. stomach
5. quiet
6. apron

Notice how these words are printed below. Each is divided into parts called **syllables,** and a mark (′) called an **accent** is placed after the syllable that is accented or spoken more strongly than the other syllables of the word.

1. a-rith′me-tic	3. his′to-ry	5. qui′et
2. ma-chin′er-y	4. stom′ach	6. a′pron

Listening. The important things to notice as the teacher pronounces these words for you are:

1. That the third syllable in *arithmetic* is not *ma.*

2. That *machinery* is pronounced like *machine* with the two syllables *ery* added.

3. That *history* has three syllables, not two.

4. That *stomach* is pronounced as if it ended in *uk,* like *hammock.*

5. That *quiet* has two syllables.

6. That in *apron* the first letter after the *p* is *r.* Say *run,* then say *prun,* then say *apron.*

Speaking. 1. Pronounce each word after the teacher. Then try to pronounce the six words without help.

2. Make sentences containing those six words. Try to use as many of them as you can in one sentence. Notice the following two sentences:

> In all *history* there had never been such *quiet machinery.*
>
> In that *quiet* spot, far from the noise of *machinery,* the boy lay on his *stomach,* read his *history,* and worked his *arithmetic.*

As you speak your sentences do not forget to pronounce correctly the troublesome words you have been studying.

10. Breaking Yourself of the "*and*" Habit

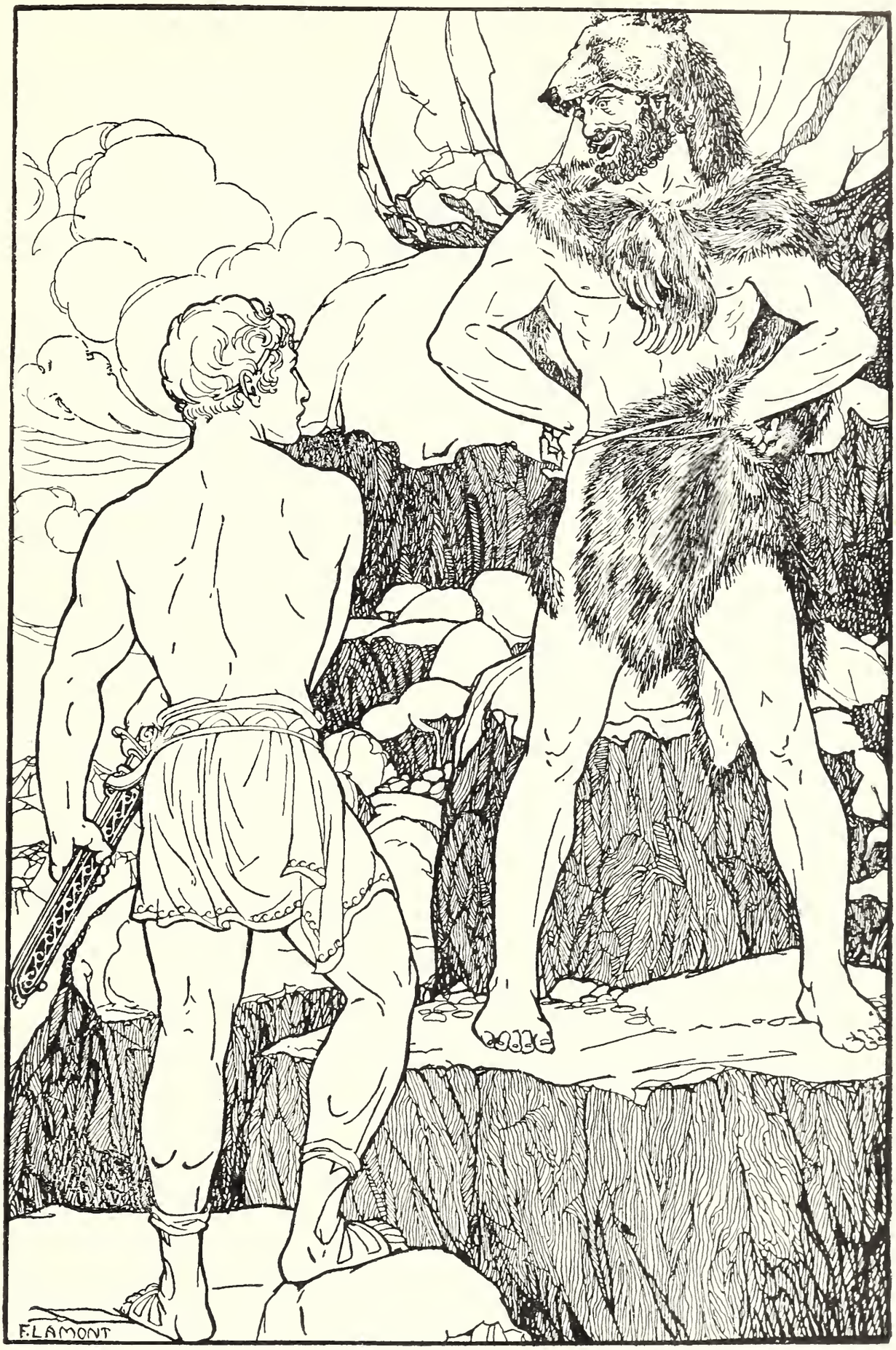
Do you remember the great flat stone which the mother of Theseus asked him to lift away? Under it he found his father's sword. Seeing that sword made him wish to do famous deeds.

The story of what Theseus did first is told below as many pupils would tell it, with too many *and's*. Notice, as you read, how the *and's* that are not needed spoil the story.

Theseus Climbs the Spider Mountains

Theseus stood there and his mind was full of many hopes and he said: "I will win honor and fame and I will do deeds that shall make my father proud of me. Where can I go to find strange adventures? I will go into the mountains and perhaps there I shall find great deeds to do."

So he started away and his father's sword hung at his side and he came to the Spider Mountains. Here the valleys and gullies run from the peak downwards and they spread like a spider's web and he went up into those gloomy gullies and at last the green fields and cities of men were far below him and about his head the damp clouds sailed by and he went up and up, through the spider's web of gullies and glens and in time he came to a great



"DO YOU NOT KNOW THAT I AM THE SPIDER OF THESE MOUNTAINS?"

heap of stones and he must go over these in order to cross the mountains.

On the stones a man was sitting and he was wrapped in a bearskin cloak and the head of the bear he used for a cap and the animal's teeth gleamed white around his brows and the animal's feet were tied around his throat and its claws gleamed white on his broad chest. He saw Theseus and he arose and laughed till the echoes rang in the glen and "Who are you?" he shouted to Theseus. "Who are you that you walk like a foolish fly into the Spider's Web? And do you not know that I am the Spider of these mountains?"

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

STUDY

To prepare for reading the story above without the *and's* that are not needed, silently study it with the help of the following questions:

1. Can you find in the story any *and's* that are needed? Is there one in line 15? Are there others?

2. Would line 1 be improved if you said *with* instead of *and*, dropped the *was*, and ended the sentence with the word *hopes*? Then that line would read:

> Theseus stood there with his mind full of many hopes.

3. Would line 7 be improved if you said *with* instead of *and* and dropped the word *hung*?

4. If you dropped the first *and* in line 10, said *spreading* instead of *they spread*, and ended the sentence with *web*, would the sentence be improved?

5. Would line 18 be bettered if you dropped the *and* as well as the words *he was*? Then that sentence would read:

> On the stones a man was sitting, wrapped in a bearskin cloak.

6. Would the sentence beginning in line 23 be improved if you began it with *When* and dropped at least one *and*?

7. As you read the story to yourself, dropping every *and* that is not needed, can you see that the story has been improved?

Reading. Read the story to the class, improving it by omitting unnecessary *and's*, as well as making other changes called for by the dropping of *and's*. Remember to make a short, clear-cut pause between sentences. You may have to read the story more than once before you can read it smoothly.

Speaking. Now try to tell the story without using unnecessary *and's*.

11. Reading a Poem Aloud

Casabianca (pronounced *ka'za-byan'ka*) is the name of a boy who stuck to his post on the deck of a burning ship. The vessel caught fire during a sea fight. Before the battle began, his father, the captain of the ship, had given him his position on the deck. "Stay here," the father had said earnestly, "stay here until I send word that you may leave. It is a dangerous post, but

I expect you to stick to it until the battle is over. Remember, you are the captain's son." He was only ten years old, but he understood.

Listen to the true story of a brave boy, as the teacher reads this poem to you:

Casabianca

The boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though child-like form.

The flames rolled on; he would not go
Without his father's word;
That father, faint in death below,
His voice no longer heard.

He called aloud, "Say, father, say,
If yet my task is done!"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father!" once again he cried,
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
  And in his waving hair,
And looked from that lone post of death
  In still, yet brave despair.

And shouted but once more aloud,
  "My father! must I stay?"
While o'er him, fast, through sail and shroud,
  The wreathing fires made way.

They wrapt the ship in splendor wild,
  They caught the flag on high,
And streamed above the gallant child,
  Like banners in the sky.

There came a burst of thunder sound;
  The boy, — oh! where was he?
Ask of the winds, that far around
  With fragments strewed the sea, —

With mast, and helm, and pennon fair,
  That well had borne their part, —
But the noblest thing that perished there,
  Was that young, faithful heart.

FELICIA DOROTHEA HEMANS

Speaking. 1. Before you read the poem aloud, make sure that you understand it. Give the meaning of the first stanza in two or three short sentences. Thus, you might say:

A battleship was on fire. Everyone had left it. Only a boy remained on the deck among the dead.

2. In the same way give the meaning of each of the other stanzas. The class will decide whether the meaning of each has been expressed exactly.

Reading. 1. Read the first stanza aloud. In order to read it well, you must see the picture which the stanza gives. Then your hearers will see it too.

2. Read the second stanza. Perhaps it would be a good plan for each pupil to read only one stanza. If he does this well, another pupil may read the next one. If, however, he has not read so well as he should, he must try again until the class is satisfied.

Contest. Teams of three pupils each may practice reading the poem, in preparation for a contest. The first pupil on each team may practice the first three stanzas, the second pupil the next four stanzas, and the third pupil the rest of the poem. Why do we divide the poem into these parts? After there has been enough practice, with each team working by itself, the teams may read before the class. The class will select the winning team.

Perhaps you will ask visitors in to hear the contest. How will you invite them? Do you know how to invite them by letter?

12. Writing a Letter

You would enjoy writing letters of invitation to your parents and friends, asking them to come to the poem-reading contest. Such letters would have to be written

very carefully. It would not do to have mistakes in them. Therefore, before you begin your letter writing, you had better take the following test.

Test. Rewrite the paragraph given below, arranging it in correct letter form and inserting punctuation marks where they belong:

> 77 Lindbergh Street Little Falls Minnesota October 1 1929 Dear Mother We have been studying a poem about a brave boy who stuck to his post on a burning battleship Next Friday afternoon at two o'clock teams of pupils will read the poem aloud to see which team can read it best I am on one of the teams We are practicing every day and hope to win I do wish you would come to hear the contest Your loving daughter Annabel

Correction. With the help of a classmate compare your letter and his with the letters on pages 56 and 72. Have you written the heading of your letter correctly? Have you the right mark after the greeting? Is the first line of the body of your letter indented? Is the ending written correctly?

Abbreviations

In writing the heading of a letter, as well as the address on the envelope, it is sometimes convenient to use certain short forms, called abbreviations. So *St.* is written instead of *Street*, *Ave.* instead of *Avenue*, *R.F.D.* instead of *Rural Free Delivery*, *Minn.* instead of *Minnesota*, *N.J.* instead of *New Jersey*, *Jan.* instead of

January. There are many others. A long list is given in the Appendix, pages 341–342.

It will be better for you not to use the short forms very much, if at all. As a rule, write each word in full. When you must use a short form, look it up in the Appendix, note how it is written, and note the period after it, in order that you may write it correctly.

Writing. Write your letter of invitation, correct it with the help of a classmate, if you cannot trust yourself to do this alone, copy it if necessary, and send it off in an envelope addressed like the following:

Mrs. Henry Johnson
77 Lindbergh Street
Little Falls
Minnesota

° Perhaps you are a good letter writer. When your letter is finished and corrected, perhaps you would like to write a second one, to a friend. You may do this, if you will write it as carefully as the first.

13. Retelling a Story for Practice

You have been reading the poem about Casabianca over and over. You know the story of that brave boy

so well that you could tell it at a minute's notice. But could you tell it well? Anybody can tell a story poorly. You do not need to go to school to learn that.

What Is Good Speaking?

Class Conversation. 1. What are some of the things you must think about if you would tell the story well? The teacher will write them on the board as you give them. After this list has been made as complete as you can make it, refer to the Summary, pages 148–150, to see whether you have forgotten anything.

A Promising Beginning Sentence

2. One of the hardest things to do in telling the story of Casabianca is to make an interesting beginning sentence. Let good beginning sentences be suggested, which the class may talk over. The best ones may be written on the board. To begin with, some of the following may be discussed by the class:

1. Once upon a time there was a brave boy.
2. There was once a sea fight in which one of the battleships caught fire.
3. A ten-year-old boy stood alone on the burning deck of a battleship, waiting for the captain to give him permission to leave his post of duty.
4. This is the story of a brave boy who died on a burning battleship.
5. On the burning deck of a battleship stood a boy, all alone and unwilling to leave.

STUDY

As you study alone and prepare to tell the story well, let the following questions guide you:

1. What are the important happenings in the story that you must not forget?

2. The shorter you make the story, the better, if you leave out nothing important. What are some of the things you might leave out? In the poem the boy calls to his father — how many times? Need you give all these calls?

3. What interesting beginning sentence can you make?

4. What suitable closing sentence can you make?

Speaking. Remember that you are telling the story for practice in speaking. What are some of the things you need specially to practice? The class will watch for these. Perhaps you ought to name them. You might begin by saying:

> "As I tell the story, I mean to do it without unnecessary *and's*, without mistakes in English, and without mumbling my words. Please tell me whether I succeed."

PRACTICE

If at first you don't succeed, try, try again. Listen to your classmates' friendly suggestions. Then tell the story, or a part of it, again — perhaps several times — until your speaking shows the improvements you wish.

14. Correct Usage: *Test and Review*

Test. Write rapidly on a sheet of paper the correct word from each parenthesis below, together with its number. Check what you have written when the teacher or a pupil reads the correct list.

1. She (**doesn't** [1] **don't**) live in the East, and she (**don't** [2] **doesn't**) live in the West.
2. (**Doesn't** [3] **Don't**) he know that I (**seen** [4] **saw**) him when he (**went** [5] **gone**) to our school?
3. I have often (**saw** [6] **seen**) him since.
4. I have sometimes (**gone** [7] **went**) to his school.
5. He has never (**come** [8] **came**) to visit our school.
6. He never (**come** [9] **came**) to my house.
7. Where (**were** [10] **was**) he last summer? Where (**were** [11] **was**) you?
8. Will you (**teach** [12] **learn**) me how to fish with a reel?
9. Then I can (**learn** [13] **teach**) the other boys.
10. (**Can** [14] **May**) I use your knife a minute, Tom?
11. (**May** [15] **Can**) I go with you to the museum?
12. (**Don't** [16] **Doesn't**) she remember what (**those** [17] **them**) things are used for?
13. Isn't that a cat (**laying** [18] **lying**) among (**them** [19] **those**) pillows? I have never (**seen** [20] **saw**) her there before.

14. That child (**don't** [21] **doesn't**) know (**anything** [22] **nothing**).

15. He never (**went** [23] **gone**) to (**no** [24] **any**) school.

16. (**Ain't** [25] **Isn't**) that strange?

Drill in Correct Usage. If your score in the test shows that you need further drill, read the sentences aloud until your time record shows that the correct words come to you quickly when you need them.

15. Writing a Letter

Imagine Fred Brown's surprise and pleasure when he received this letter yesterday:

Steamer *President Garfield*
Near Honolulu, Hawaii
October 10, 1929

Dear Fred:

I am wondering what kind of present you would like me to bring to you when I return next summer from my trip around the world. Write to me in care of Shepheard's Hotel, Cairo, Egypt, and tell me what would please you most. I shall visit many strange lands.

Your Uncle

STUDY

Before you begin to write the letter called for below, read and answer these questions:

1. Would it please you to have your uncle bring you a boomerang from Australia, the curved club that returns to the thrower?

2. Do you wish a string of pretty beads from Egypt or Italy?

3. Would a tamed monkey from Africa please you?

4. Do you wish to own a real Scotch collie or Swiss Saint Bernard dog?

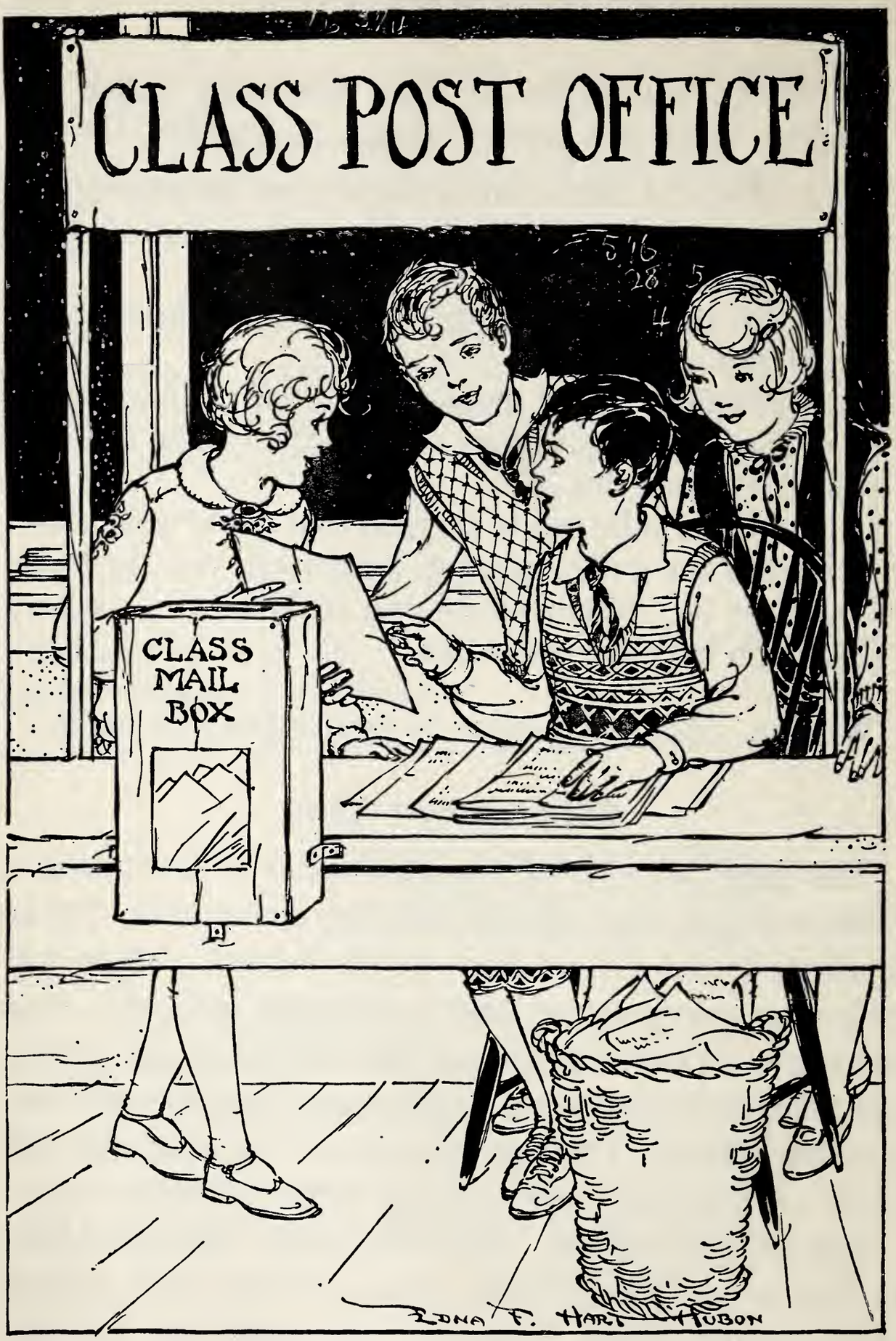
5. Would it be fun to pretend that one of your classmates is the uncle (or aunt) who wrote you the letter on page 34? What would you reply to him (or her) through the class post office?

Writing. Write the letter to your classmate uncle.

The Class Post Office

The pupil who wrote the best letter of invitation a week or so ago may now be the class postmaster. Other excellent letter writers may be his helpers. These will look over every letter that is dropped into the class letter box. Only letters that are correctly and neatly written will be delivered. Others must be corrected and perhaps copied. The postmaster and his assistants will point out mistakes and help the writers in other ways.

Class Conversation. Now each pupil will read aloud the letter he has received. Some of them will express very unusual wishes. The class will decide who had the most sensible, and who the most comical, wish.



THE CLASS POSTMASTER POINTS OUT A MISTAKE

16. Improving Your Speaking

Improvement in speaking comes exactly like improvement in playing marbles, catching ball, sewing, playing the piano, or driving a car — by doing the thing over and over and trying each time to do it better.

The pupils had been asked to make safety rules for persons crossing crowded streets and to give reasons for these rules. Two of their talks are given below:

1

An old man crossed a street in the middle of the block. A car came along very rapidly. The driver could not stop, for the street was wet and slippery. He could not help running over the old man.

Cross the street at the crosswalk and nowhere else.

2

I once crossed the street without watching the signal. When I got to the middle, I could go no farther. Cars were flying past me in both directions. The traffic policeman came and took me firmly by the arm. In a loud, distinct, but not very pleasant tone of voice he said, "Cross the street when the signal says cross, but at no other time."


says CROSS
STREET SAFETY
Cross the Street
ONLY
when the signal says CROSS
STREET SAFETY
Cross the street ONLY
when the signal says Cross
STREE
Cross the
EDNA T. HART—HUDSON.

STUDY

As you study those two talks and prepare to give one yourself, let the following questions guide you:

1. Have you ever seen a walker hit by an automobile? What had he done that he ought not to have done?

2. Have you ever heard about an accident which showed that the walker had been careless?

3. On which side of a country road should one always walk? Why?

4. Do you see that in both talks on page 37 the speakers begin by telling about an accident and end with the rule? The story of the accident shows why there should be such a rule. Could the rule be given first? Which way will you follow?

5. Can you give your rule in a very short sentence?

Speaking. When you have your talk well in mind, give it to the class.

PRACTICE

First of all, praise will be given you for whatever is particularly good in your talk. Then will follow suggestions for improvements. The class may turn to the list in the Summary, pages 148–150, and decide which of those points you should specially have in mind as you try to become a better speaker. As you give your talk a second or even a third time try to make those special improvements.

Some pupils will need to practice longer than others. These others may begin work on the following project.

°*Project*

Where can you obtain a large sheet of cardboard — even two feet long — on which to write or print a rule for street safety? Each pupil will decide for himself

(1) how wide a margin to leave;
(2) how to word his rule, in order that it may be both clear and short;
(3) how large to make his letters. Some will print a heading like the one in the sign on page 38.

Signs that are perfect may be hung on the walls of the halls and stairways, where everybody passing may read and take warning.

17. Pronouncing Correctly

1. I wish (ends NOT in *t* but in *sh*)
2. once (ends NOT in *t* but with the sound ***s***)
3. twice (ends NOT in *t* but with the sound ***s***)
4. such (*u* as in *much, crutch*)
5. touch (to rime with *much, Dutch*)
6. today (begins with *to*; *to-day′*)
7. tomorrow (begins with *to*, ends NOT with the sound *r* but like *oh*)
8. address (accent on *dress* — *ad-dress′*)
9. recess (accent on *cess* — *re-cess′*)
10. perhaps (has two syllables, accent on *haps* — *per-haps′*)

Listening. As the teacher pronounces the words above, each one several times, notice what is said in the

parentheses. Perhaps this will tell you how you have mispronounced some of the words.

Pronouncing. Pronounce the entire list of words as the teacher pronounces them to you again. Then try to pronounce them without help. Pronounce slowly at first, then more rapidly, while the class watches for mistakes.

18. Correct Usage: *It Is I, It Is He, etc.*

Do you understand what the following jingle means?

> *I, He, She, We,* ALSO *They*
>
> **Learn about five words today.**
> ***I, he, she, we,* also *they*,**
> **After *is* or *was* you say.**
> **Say this: "It is *I* or *he*,**
> **It was *they* or *she* or *we*."**

The following sentences show certain correct uses. Notice the incorrect uses in the parentheses.

1. It is *I*. (NOT It is *me*)
2. It was *he*. (NOT It was *him*)
3. It was not *she*. (NOT It was not *her*)
4. It wasn't *we*. (NOT It wasn't *us*)
5. It's not *they*. (NOT It's not *them*)

Speaking. Say rapidly several times *It is I, it is I, it is I, it is I, it is I,* etc. See how many times you can say *It is I* distinctly with one deep breath. In the same way practice saying each of these sentences:

1. It is they.
2. It wasn't they.
3. It isn't he.
4. It's we.
5. It's not he.
6. It was she.
7. It isn't she.
8. It is he.
9. It's not we.
10. It's not I.

Game. A pupil — let us call him Dick — leaves the room for a moment and returns to find that someone has placed a piece of chalk on his desk.

DICK. Who laid that chalk on my desk? Was it you, Mary? Was it John? Was it he? Was it Margaret? Was it she?

MARY. No, Dick, it wasn't I. It wasn't John or Margaret. It wasn't he and it was not she.

Then Dick asks another pupil the very same questions and receives the same three answers, until at last Dick comes to the pupil who did it or who must tell who did it. This one answers:

Yes, Dick, it was I.
Or Yes, Dick, it was she.

Review

Test. On a sheet of paper write the correct words from the following parentheses, together with their numbers, and check your work in the usual manner.

1. The lost dog never (**came** [1] **come**) back (**no** [2] **any**) more.
2. We never (**seen** [3] **saw**) (**nothing** [4] **anything**) of him again.
3. We don't know (**anything** [5] **nothing**) about him.
4. We don't know where he has (**gone** [6] **went**).
5. Have you (**saw** [7] **seen**) any of my things (**lying** [8] **laying**) in this room?
6. They (**was** [9] **were**) (**laying** [10] **lying**) on the chair.
7. Haven't you (**seen** [11] **saw**) (**nothing** [12] **anything**) of them?
8. I (**don't** [13] **doesn't**) know (**anything** [14] **nothing**) about (**them** [15] **those**) things.
9. (**Doesn't** [16] **Don't**) (**nobody** [17] **anybody**) know where my things have (**went** [18] **gone**)? Has nobody (**saw** [19] **seen**) them?
10. What is that (**lying** [20] **laying**) under (**those** [21] **them**) blankets?
11. That isn't (**nothing** [22] **anything**) that I ever (**seen** [23] **saw**) before.
12. We (**were** [24] **was**) studying hard when the visitor (**come** [25] **came**).
13. What have you (**did** [26] **done**)? Was it (**he** [27] **him**) or was it (**me** [28] **I**) who bothered you?
14. Can you (**learn** [29] **teach**) me that song?
15. (**May** [30] **Can**) I try to (**teach** [31] **learn**) it to you?

Drill in Correct Usage. Unless you made a perfect score in the test, you will need to read the sentences on page 43 for the usual drill. What is the best time you can make?

19. Studying Sentences

Let us begin this study of sentences by looking at some groups of words that are not sentences:

1. The boy.
2. Stood on the deck.

When you read the first group of words above, you know that it is not a sentence. "It does not tell anything," you say. "It is unfinished." The same is true of the second group. That does not make sense either. It is unfinished, like the first group. These unfinished groups are only parts of sentences. Something must be added to each before it makes sense. So, instead of saying only *the boy*, we can say:

The boy *called to his father.*
Or The boy *climbed over the fence.*
Or The boy *shouted with all his might.*

Instead of saying only *stood on the deck*, we can add something and say:

The captain stood on the deck.
Or *The sailors* stood on the deck.
Or *Several cannon* stood on the deck.
Or *The pirate* stood on the deck.

Exercise. 1. Can you tell quickly and easily which of these groups of words are sentences and which are not sentences?

1. The ship was burning.
2. Everybody had left it.
3. Only a boy.
4. The captain of the ship.
5. The captain of the ship was dead.
6. A great flat stone.
7. Lay on the ground before him.
8. Theseus could not lift it.
9. At last he lifted it with a shout.
10. Lay underneath.
11. A long sword.
12. He climbed the Spider Mountains.
13. The little lady with the pretty curls.
14. Was making a dress for her doll.
15. Sat in the armchair and studied his lesson.
16. A boy on Livingstone Street.
17. These fine birds.
18. Took first prize at the poultry show.
19. A picture book.
20. Two giggling girls.

2. Change into sentences those groups above that are not sentences.

3. Write some of your sentences on the board. When you do so, remember that a sentence must begin with a capital letter. Besides, it must end with a period (.) if it tells something. If it is a question, it must end with a question mark (?).

A sentence is a group of words that expresses a complete thought.
A sentence should begin with a capital letter.
A sentence that asks a question should end with a question mark.
A sentence that tells something should end with a period.

20. Learning More about the Dictionary

The words in the dictionary are not thrown together like pieces of paper in a waste basket. They are arranged in good order, so that each word can be found quickly when it is wanted. Those that begin with the letter *A* are placed at the beginning of the book, because the letter *A* is the first letter of the alphabet. Those that begin with *B* come next, because *B* follows *A* in the alphabet. Then, in order, come the words that begin with *C*, with *D*, with *E*, and so on to *Z*, the last letter of the alphabet. Therefore, you look for the word *address* near the beginning of the dictionary, under *A*, and for the word *zero* near the end of the book, under *Z*.

I

Let us begin our study of the dictionary with a drill in telling quickly where each letter is to be found in the alphabet. For this we shall divide the alphabet into three parts as shown at the top of the next page.

The First Third	*The Middle Third*	*The Last Third*
A B C D E F G H	I J K L M N O P Q	R S T U V W X Y Z

Drill. 1. Pair off with a classmate. Ask him and let him ask you in which third of the dictionary various letters are. Continue the drill until both of you can answer instantly for any letter.

2. Ask again for various letters. This time the answer should include telling exactly where in its third of the book each letter is to be found. For instance, the letter *N* is in the middle third. It follows *M* and comes before *O*.

II

All words that begin with *a* are grouped under that letter in the dictionary. But how are they grouped? Why does *add* come before *aim*, *aim* before *amount*, *amount* before *apple*, and *apple* before *away*?

Look at the second letter in *add* and in *aim*. Which comes first in the alphabet, *d* or *i*? That is why *add* comes before *aim*. The second letter in *apple* is *p*. The second letter in *away* is *w*. Which comes first in the alphabet, *p* or *w*? That is why *apple* comes before *away*.

When both the first and second letters of two words are the same, as in *flag* and *fleet*, these words are arranged according to their third letter. When the third letter is the same, as in *flag* and *flat*, the words are arranged according to their fourth, and so on.

Exercise. Tell which word in each of these columns comes first in the dictionary, and why:

go	rat	flag	white	happening
get	roof	flat	while	happy
golf	rest	fast	wild	happiness
give	rope	fleet	well	happen
grit	room	fun	wool	happily

III

Notice that the three words below are divided into parts just as they are printed in the dictionary:

a-rith′me-tic
ge-og′ra-phy
dif′fer-ent-ly

You see that *arithmetic* is divided into these four parts: *a*, *rith*, *me*, and *tic*. Each of these parts is called, as you know, a **syllable**. The word *arithmetic* has four syllables. Each of the other two words above has four syllables.

Look again at the word *arithmetic* as it is printed above. The syllables are separated by a little mark (-) called a **hyphen** or by a little mark (′) called the **accent**. Do you remember these two marks? The accent is used instead of the hyphen to show which syllable in the word is to be emphasized when you speak the word. Thus, when you say *arithmetic*, you emphasize the second syllable. Notice that the accent follows the second syllable of this word.

Game. Have your dictionary ready. When the teacher gives the word that is to be looked up, find it as quickly as you can. Raise your hand when you have it. If you are the first to find it, you may name the syllables into which it is divided. Do this by spelling the word as *arithmetic* is spelled here:

a, hyphen, *r i t h*, accent, *m e*, hyphen, *t i c*

Then pronounce the word to show which syllable is accented.

Some of the words that the teacher will probably use for the game are the following:

dictionary	electricity	yesterday
elephant	chameleon	almanac
hippopotamus	superintendent	everything
gymnasium	sarsaparilla	vegetable
newspaper	immediately	dangerous
attention	advertisement	commandment
regiment	everywhere	comfortable
lieutenant	handkerchief	independence
automobile	education	Thanksgiving
restaurant	photographer	celebration

Pronouncing Correctly

Exercise. Look up each of the following words in your dictionary. Try to pronounce it according to the directions given there. Probably you will need the teacher's help at first and until you understand better what the little marks in the dictionary mean.

1. theater
2. coupon
3. pianist
4. piano
5. inquiry
6. interesting
7. average
8. genuine
9. handkerchief
10. automobile

21. Studying Sentences

When you listen to someone speaking or reading, can you tell easily where one sentence ends and the next begins?

Exercise. As the teacher or a pupil reads the first paragraph below, listen, with your book closed, and count the sentences. Then open your book and see whether your count was correct. In the same way count the sentences as you listen while the other paragraphs are read aloud.

Useful Facts about Snakes

1. There are four kinds of poisonous snakes in the United States. These are the rattlesnake, the copperhead, the water moccasin, and the coral snake. All four kinds are thick-bodied. All have blunt, club-shaped tails. All have broad, triangular-shaped heads. While the eyes of other snakes are round, the eyes of these snakes are vertical slits.

2. The coral snake is found only in the Southern States. Even there it is seldom seen. Its name suggests its brilliant markings. The water moccasin is found only in the Southern and Middle States. The rattlesnake is scattered all

over the United States. It is slowly being exterminated. There are few copperheads left. In fact, there are now scarcely any poisonous snakes in the settled parts of our country.

3. All other snakes in the United States are harmless. They are not only harmless but useful. They eat insects, field mice, and other pests. It is not likely that one person out of thousands has ever so much as seen a poisonous snake except in a museum or zoo.

4. If, however, you have been bitten by a poisonous snake, something should be done about it at once. What ought you to do? The giving of whisky is no longer advised. There is nothing better to do than to suck the poison out of the wound. The fangs of the snake make a very small opening. Therefore it is well to cut into the wounded place. Then squeeze the flesh and suck the blood. Do all you can to get all of the poison out. Lose no time. Every moment is precious.

5. Of every ten persons bitten by a poisonous snake, about one dies. A strong, healthy person is not likely to die from a snake bite. Perhaps the person bitten will become frightened or discouraged. Then a cup of strong coffee will do him good. It is best for him to move about, too. Why is this? It keeps the nerve centers active. This is good for the patient. Another important thing is to keep the wound clean. In this respect a snake bite is exactly like any other wound.

C. V. GULICK, "Emergencies" (*Adapted*)

22. Spelling Troublesome Words

The ten words below are easy to spell. They are troublesome only because they are sometimes confused with certain other words that sound like them but have a different meaning and a different spelling. After each word there are given certain other words in parenthesis. These will help you to remember better how the troublesome words are spelled or what they mean.

1. by	(by the road; fly, my, why)
2. nun	(in the convent; sun, run)
3. no	(yes, no; go, so)
4. new	(old, new; few, mew, pew)
5. great	(a great man; greatness)
6. hair	(curly hair; fair, pair)
7. stair	(on the stair; chair, air)
8. sail	(on a ship; mail, nail, jail)
9. flower	(daisy; shower, tower)
10. waist	(a belt around his waist)

STUDY

Do you know how to study a list of words in order to learn their meaning and spelling? Let the following questions and directions guide you, as you silently read them and either answer them or do what they direct:

1. Look at the first of the ten words above. Notice its meaning as shown in the group *by the road.* Notice its spelling and that of the similar words in the parenthesis—*fly, my, why.*

2. Now close your eyes and try to see the word. Can you see every letter of it?

3. With your eyes still closed, whisper the spelling of the word to yourself. Then open them and look to see whether you were right.

4. In the same way study each of the other words in the list.

Writing. 1. Write a sentence containing one of the ten troublesome words, together with one or two of the similar words in the parenthesis following it. Read your sentence to the class. Spell the troublesome word aloud.

2. In the same way write a sentence for each of the other words in the list. How many of the words can you use in one sensible sentence?

23. Correct Usage: *ate, eaten; wrote, written*

In the following sentences the words in italics are used correctly. Certain incorrect uses are shown in the parentheses.

1. I *have eaten* my toast. (NOT I *have ate*)

2. I *ate* an apple after lunch. (NOT I *et*. Notice the spelling of *ate*. Pronounce it to rime with *late, mate, gate*)

3. I *have written* my letter. (NOT I *have wrote*)

4. I *wrote* it yesterday. (NOT I *writ* it. Pronounce *wrote* to rime with *note, boat, goat*)

The words *eaten* and *written* need helping words, such as *have*, *has*, *had*, *is*, *are*, and *were*. It is wrong to use these helpers with *ate* or *wrote*.

Test. Write the numbers 1 to 31 on a sheet of paper and after them the correct words from the thirty-one parentheses below. Thus, after your number 1 write the correct word from parenthesis number 1, and so on to number 31.

1. Who has (**ate** [1] **eaten**) my candy? You (**eaten** [2] **ate**) it yourself.
2. When he had (**eaten** [3] **ate**) his lunch, he (**wrote** [4] **written**) a letter.
3. When he had (**written** [5] **wrote**) the letter, he (**ate** [6] **eaten**) an apple.
4. Have you ever (**eaten** [7] **ate**) blueberry pie? I (**ate** [8] **eaten**) some yesterday.
5. Have you (**written** [9] **wrote**) your sentences? I have (**wrote** [10] **written**) mine.
6. When he had (**wrote** [11] **written**) his name, he (**wrote** [12] **written**) his address.
7. I have (**written** [13] **wrote**) to him, but he has not (**wrote** [14] **written**) to me.
8. Have they (**wrote** [15] **written**) to you? Have you (**written** [16] **wrote**) to them?

9. I (**written** [17] **wrote**) my aunt that I have not (ate [18] **eaten**) any candy lately.
10. I never (**eaten** [19] **ate**) too much candy.
11. Who has (**saw** [20] **seen**) the letter I (**written** [21] **wrote**) this morning?
12. (**Don't** [22] **Doesn't**) the man know what he (**eaten** [23] **ate**) for lunch?
13. (**May** [24] **Can**) I ask you to whom you (**wrote** [25] **written**) yesterday?
14. (**Haven't** [26] **Have**) you (**ever** [27] **never**) (**wrote** [28] **written**) to her?
15. (**Have** [29] **Haven't**) you (**ever** [30] **never**) (**eaten** [31] **ate**) turtle soup?

As the teacher or a pupil reads aloud the thirty-one correct words from the parentheses, mark your paper. Does it show that you need the following drill in correct usage?

Drill in Correct Usage. Read the sentences in the usual way as long as it is clear that you need this drill. What does your best time record say about that?

24. Writing Letters about Christmas Presents

Do you expect any presents when Christmas comes this year? Perhaps you think that you have not been good enough. That may be true, but let us suppose

that a kind Santa Claus will give you whatever you want. Sometimes Santa Claus gives much more than one deserves.

In another school the pupils wrote each other letters about impossible presents. No one expected to receive any of them. Just for the fun of it each pupil imagined the most wonderful Christmas surprise for himself that he could and told about it in a letter. One of the letters follows:

671 Calhoun Street
Richmond, Virginia
December 14, 1929

Dear Alice:

On Christmas morning I can imagine being wakened by a strange noise just outside my window. I look out and see a beautiful airplane on the lawn. A large card on it says that it is for me. In two and a half minutes I am dressed and outdoors. There, waiting to give me my first lesson, is Colonel Lindbergh. "Oh! Is this really true?" I call out. "Yes," is his answer, "you have been such a good girl that we have planned this present for you."

Your astonished classmate,
Peggy

STUDY

Before you begin your letter, silently read and answer the following questions:

1. Can you imagine a more surprising present than Peggy's? Can you think of one that will astonish the class?

2. Does the beginning sentence in Peggy's letter make you wonder what happened next?

3. What promising beginning sentence can you make for your letter?

4. Do you like the ending of Peggy's letter, "Your astonished classmate"?

5. What suitable ending can you give to your letter?

Writing. In the spirit of fun write to a classmate and tell about some astonishing present, something that you could not receive and might not know what to do with if you did receive it. You are only imagining it as a surprise for your classmates, who will hear about it when the letters are read aloud.

The Points of a Good Letter

Class Conversation. Before you drop your letter in the class mail box, you ought of course to look it over for mistakes. What kinds of mistakes do learners make? Pupils may name the different kinds and, as they do so, the teacher or a pupil will write them on the board. Compare the finished list with the one in the Summary, pages 148–150. Have it before you as you read your letter over.

Correction. Read your letter over several times. Look for one kind of mistake after another, using the list on the board. After you have corrected those you found, perhaps your letter needs to be copied. As you know, the class postmaster is rather strict about having letters not only correct but also neat.

°**Writing.** If you are a skillful letter writer and have finished your letter before most of your classmates, you may if you wish write a second one. This letter would be written to someone else in the class (perhaps to the teacher). Perhaps a new idea came to you while you were writing your first letter. Perhaps it is a better idea than the one you have already used.

25. Writing What Someone Has Said

The following sentences show how you should write what someone has said when you give the speaker's own words:

1. The stranger said, "Can you tell me the way to the post office?"
2. "Turn to the right at the next corner, sir," answered the boy.
3. "Thank you," replied the stranger.

Certain little marks (" "), called **quotation marks,** are placed before and after each speaker's own words. Besides, these words are separated from the rest of the sentence, usually by a comma. The first word begins with a capital letter.

STUDY

By silently answering these questions, as well as by following the directions, get ready to copy the sentences given below:

1. What are the words of the stranger in the first of the three numbered sentences on page 58?

2. What is the meaning of the comma after *said* in that sentence?

3. Copy that sentence, placing comma and quotation marks where they belong, as well as beginning the first of the speaker's words with a capital letter.

4. What are the exact words spoken by the boy in the second sentence?

5. How are the words of the boy separated from the rest of the sentence?

6. Why are there quotation marks before and after *Thank you* in the third sentence?

7. Copy the third sentence with all the marks in it as it stands on page 58.

Copying. Copy the following sentences:

1. Frank asked me, "Lucile, how old are you?"

2. I answered, "I am ten years old, Frank. How old are you?"

3. "Oh, the same," he replied.

4. "Who is the oldest pupil in the class?" someone called.

5. Mary said, "Not I. I'm only nine."

Correction. Pupils may now form small groups and correct each other's copies.

26. Telling Christmas-Time Experiences

This is the happy time of the year when everybody is getting ready for Christmas. Children are planning what they will give their fathers and mothers. They go to stores and look at things and find out what these cost. When the presents have been bought comes the question of where to hide them until Christmas. This is the exciting time of secrets.

STUDY

Before you speak, think over what it is you wish to tell the class. The following questions will help you think. Silently read and answer them.

1. Do you think that your father or your mother knows what you are planning to give for Christmas?

2. Have you enough money to buy these presents? How did you get it?

3. Where are you planning to hide the things you buy?

4. Have you a little brother or sister who believes in Santa Claus?

5. Did you yourself ever see Santa Claus? Did he come to your house?

6. Do these questions make you think of something to tell the class?

7. Can you make an interesting beginning sentence?

Speaking. Tell the class about some one interesting thing that has happened to you or in your house in connection with getting ready for Christmas. Do not tell about many things. Tell about one thing only.

PRACTICE

When you have finished your story, listen particularly to what your classmates say you might have done better. Perhaps you did not tell about one thing only. Perhaps your beginning sentence was dull. Notice how clever the beginning sentences are in Elsie's and Arthur's stories, given below. Perhaps your closing sentence did not give a pleasant finishing touch to your story. Look at the closing sentences in the stories below.

Whatever it is that you did not do well, think how you can do it better. Then try to do it better. Try until you succeed, several times if necessary.

In a certain school Elsie told this experience:

> One day at breakfast Mother guessed correctly what I had bought her for Christmas. I did not know what to say, because I did not want to say Yes and I did not want to say No. I looked at Father. He said: "I call that a silly guess, Mother. You know that Elsie has not money enough to buy anything like that." "That's so," said Mother. "I shall have to guess something else." But Mother looked queer, and afterwards I heard her and Father laughing together. I think there ought to be no more guessing until Christmas is over.

In the same class Arthur told the following experience:

> Now I am sure that Father thinks I smoke cigarettes. I went to a tobacco store last week to buy him a clay pipe for a Christmas joke. Just as the man was asking me what I wanted, who should come in but Father? Without answering the man I ran out by the side door, but I am sure Father saw me. Oh, what shall I say when he speaks to me about it?

27. Pronouncing Correctly

Which, if any, of the ten numbered words below do you mispronounce? You can check your way of saying them by reading what is said in each parenthesis.

1. room	(NOT *rum*. Say it with the deep *oo* sound in *moon, food, boom*)
2. broom	(with the deep *oo* sound, to rime with *boom, whom, loom*)
3. roof	(with the deep *oo* sound)
4. root	(with the deep *oo* sound of *boot, loot, shoot*)
5. route	(exactly like *root*, NOT to rime with *out*)
6. ate	(NOT *ett*, but to rime with *late, gate, wait*)
7. drawing	(NOT *drawr-ing*)
8. partner	(the first syllable ending in *t* — *part* — NOT in *d*)
9. father	(NOT *fayther*, NOT *fawther*, but *fah-ther*).
10. chimney	(without any *l*)

Using the Dictionary

Let the dictionary help you with the pronunciation of the words on page 62.

Class Conversation. Look up *room* in the dictionary. Notice that it is printed twice, the second time with a mark over the *oo*. What does that line over the *oo* mean? It is explained either at the bottom of the page in your dictionary or in the front of the book. If you cannot find the "Key" that explains it, ask your teacher to point it out to you. Now look up each of the other words in the list above, and see how your dictionary tells you the correct way to pronounce them. Study the Key and talk it over with your classmates.

Pronouncing. Pronounce each word in the list on page 62 as the teacher pronounces it to you again. Then try to read the entire list without help and without a mistake.

Speaking. Make sentences containing the words in the list. How many of the words can you use in one interesting sentence for the entertainment of the class? Remember the pronunciation of each word as you give your sentences.

28. Correct Usage: *ran, run; rang, rung; sang, sung; drank, drunk*

The eight words in the heading of this section are shown correctly used in the sentences on page 64. Notice certain incorrect uses of the same words, shown in the parentheses.

1. The girl *ran* to the door and *rang* the bell. (NOT The girl *run* to the door and *rung* the bell.)

2. She *sang* a song, and she *drank* a glass of water. (NOT She *sung* a song, and she *drunk* a glass of water.)

3. The girl *has run* to the door and *has rung* the bell before. (NOT The girl *has ran* to the door and *has rang* the bell before.)

4. She *has sung* songs before; she *has drunk* water often. (NOT She *has sang* songs before; she *has drank* water often.)

The words *ran*, *rang*, *sang*, and *drank* are correctly used without such helping words as *have*, *has*, *had*, *is*, and *are*; but *run*, *rung*, *sung*, and *drunk* are correctly used with these helpers.

Test. Opposite the numbers 1 to 29, placed by you in one or more columns on a sheet of paper, write the correct words from the numbered parentheses below. Place a cross before each incorrect word on your list as the teacher or a pupil reads the correct list aloud.

1. Have you ever (**run** [1] **ran**) to catch a street car?
2. I (**ran** [2] **run**) to meet him, and he (**run** [3] **ran**) to meet me.
3. She has (**sang** [4] **sung**) that song often.
4. Have you ever (**drunk** [5] **drank**) buttermilk?
5. The boy (**rung** [6] **rang**) the bell he has often (**rang** [7] **rung**).

6. They (**sang** [8] **sung**) old songs they had often (**sang** [9] **sung**).
7. When he had (**drank** [10] **drunk**) water, he (**sung** [11] **sang**) a song.
8. When he had (**sung** [12] **sang**) his song, he (**rang** [13] **rung**) a bell.
9. When he had (**rang** [14] **rung**) the bell, he (**sang** [15] **sung**) another song.
10. They (**drunk** [16] **drank**) the spring water they had often (**drunk** [17] **drank**).
11. We (**run** [18] **ran**) when the bell (**rung** [19] **rang**).
12. When the bell no longer (**rang** [20] **rung**), we (**sung** [21] **sang**) a song.
13. I (**drunk** [22] **drank**) some milk and (**ran** [23] **run**) to school.
14. When I had (**ran** [24] **run**) a little way, the bell (**rang** [25] **rung**).
15. When the bell had (**rung** [26] **rang**) several minutes, the pupils (**sung** [27] **sang**) their morning song.
16. You should not have (**drank** [28] **drunk**) cold water after you had (**run** [29] **ran**) so fast.

Drill in Correct Usage. Does your score in the test show that you need to have further drill in correct usage? If so, read the sentences aloud, choosing the correct words as you read. After several readings, how fast a time record can you make?

29. Omitting Unnecessary Words When You Speak

As you read the following conversation, notice two things: (1) this is the kind of talking that you have often heard before, and (2) every word printed in italics could be omitted without changing the meaning of a single sentence. Indeed, the conversation would be improved if those words were omitted. They are unnecessary. They are in the way. Therefore, they should not be there.

"*Say, listen,* John, will you pay for me tonight?"

"*Why,* I don't know."

"*Well — now* — if you pay tonight, I'll pay some other night, *see how I mean?*"

"*Well, say, listen,* Fred, I haven't *got* enough money. *See?*"

"*Why,* there's Jim. Jim *he* always has money. *Say,* Jim, are you going to the movies tonight?"

"*Why,* yes. *Say,* are you fellows going?"

"I am, but, *say,* Fred *he* hasn't *got* any money, *see?* Fred *he* can't go, *see? See how I mean? Now,* if — *you know* — if he had some money — *you know what I mean — why,* he could go."

"*Say, listen,* Jim, you pay tonight and — *you know — why,* I'll pay some other night, *see how I mean?*"

"*Well, listen,* if I take you tonight — *why — you know* — when will you take me?"

"I'll take you next time, *see? You know.*"

Reading. Read the conversation on page 66, but omit all unnecessary words. These are printed in italics. Do you see how much it improves the conversation to omit those words?

Project. Go hunting for unnecessary words in the talk that you hear on the playground, in the street, and at the stores. Keep your ears open for *say*, *why*, *listen*, *now*, *well*, *got*, John *he*, Mary *she*, *you know*, *see? see how I mean?* as these words are used in the conversation you have just read. Write your find on a slip of paper, if you cannot remember it, and copy it on the board when you reach school. If you are a skillful hunter, you will proudly bring to school with you several sentences containing unnecessary words.

30. Telling the Story of a Picture

When you look at the picture on page 69, you see several things to make you wonder. Who is the owner of the purse that the lucky girl has found? If he cannot be traced, will the purse belong to her? What is in it? What will the girl do?

STUDY

Have you learned how to study a picture and to make up a story for it? The following questions and directions will help you to do this, as you work alone at it and prepare yourself to tell the story:

1. Does the girl in your story ever find the owner of the purse? If so, what kind of person is the owner, and what happens?

2. If the girl, whom we may call Ann, never discovers who the owner is, what does she do?

3. What are some things that you can imagine as being in the purse, besides the usual money, keys, pencil, and shopping list?

4. Perhaps there is a name in the purse, as well as an address, but is the name that of the owner?

5. Which of the following two stories do you like better? Which has the better beginning sentence? Which has the better closing sentence?

I

Ann opened the purse, looked eagerly to see what was in it, and found it — entirely empty! It was a beautiful purse of lizard skin, with many little sections and divisions, and as new as if it had just left the store. This was surprising. Oh! She caught sight of a pocket that she had not noticed before, with a slip of white paper in it. On the paper were written these astonishing words: "For Ann, from her Uncle." Very much puzzled, she looked up, just in time to see him coming toward her, laughing heartily.

II

Much excited, Ann stooped to pick up the purse, but — as if it were alive — it jumped away from her outstretched hand. Then she saw something. The purse was tied to a thin black thread. Was that a giggle coming from behind the fence? She did not look to see. She knew without looking that it was her brother and that Jones boy. With flushed face she walked rapidly on, holding her head very high indeed.


B.F.L

Speaking. Tell the class *your* story of the picture. Perhaps it will be even more interesting than the two on page 68.

Class Conversation. After each story the class will say how enjoyable it was. Some of the stories will tell of the most unexpected happenings. At the end your classmates will decide which stories they liked best.

PRACTICE

It is not enough, however, to have an interesting story to tell. What good will that do, if you speak so low or indistinctly that no one can understand you? What good will your interesting story do, if you spoil it by wiggling about as you tell it, by screwing up your face, by pronouncing incorrectly, by using poor English, or by some other fault or faults of speaking? Your classmates will kindly tell you if you have any of these story-spoiling faults. Then tell your story again. Now everyone will listen to see whether you can tell it without those faults. Perhaps you will have to try several times more before much improvement can be seen.

Inventing Titles for Stories

Class Conversation. 1. What would make a telling title for the first story above? Can you invent a better one than the following?

A Pleasant Joke on Ann
Ann Finds a Present
A Joking Uncle

As you and your classmates give titles, the best ones may be written on the board. As you know, the first word and every important word in a title should begin with a capital letter. The class will decide which is the best title of all.

2. In the same way make and write titles for the second story above. Titles should be short. They should give an idea of what the story is about. Like a good beginning sentence, they should make one wish to hear the story. Can you invent better ones than these?

The Jumping Purse
Ann Changes Her Mind
The Purse and the Giggle

3. Now make up a suitable title for your own story of the picture. Write it on the board. Is it also a suitable title or name for the picture itself?

31. Writing a Joking Letter

The pupils in a certain school wrote each other joking letters. The letters were about things lost and found. That is, each writer pretended he had found some laughable thing that he made believe his friend had lost. Among these laughable things were a butter knife, a baby's milk bottle, an old Derby hat, a rocking horse, a wig, a circus tent, a kangaroo, a stick of candy, a pair of ear muffs, a small drum, a doll, a nightcap, and a safety razor.

There is room here for only one of those joking letters:

175 Lake Avenue
Rochester, N.Y.
January 16, 1930

Dear Alice:

Imagine my surprise when I opened our front door this morning and found a little goat waiting on the porch. Of course I recognized her at once as yours, but the astonishing thing is that she seemed to know me, too. She came to me and seemed to want to say: "You are Alice's friend. Please take me to her, for I have lost my way." When shall I bring her to you and — what will the reward be?

Your true friend,
Marjorie

STUDY

Read the following questions to yourself. Silently answer them as you study the matter of writing a joking letter.

1. To whom do you wish to write a joking letter?

2. What could you pretend to have found that you think must belong to your friend?

3. Do you think the beginning sentence of Marjorie's letter is a promising one?

4. What do you think of the closing sentence of that letter?

5. Should the margin around the letter be wide or narrow? How wide will you make yours?

6. What is the name given to the little mark (:) after the greeting in the letter above?

7. What capital letters and punctuation marks do you find in the ending of the letter to Alice?

Writing. Write your joking, friendly letter. Perhaps a good plan would be to write it rather rapidly so as to get your ideas on paper while they are fresh in your mind and then, after you have made changes and corrections, to copy the letter neatly. Have you ever tried that? It is a plan many writers follow.

Class Conversation. Now the joking letters will be read aloud. Some of them will be comical indeed. The class will praise things in them that are specially well done.

°**Writing.** Perhaps you are quick at letter writing. Perhaps it does not take you so long as others to write a correct, neat, and interesting letter. If this is true, you may write another letter to another classmate.

32. Spelling Troublesome Words

1. buy (opposite of *sell*)
2. none (not one, done)
3. know (knowledge, knee)
4. knew (knock, knot)
5. grate (gate, plate)
6. hare (an animal)
7. stare (care, share)
8. sale (bale, gale, whale)
9. waste (paste, taste)
10. flour (for bread, our)

STUDY

There will be a game to play when you have learned to spell those ten words correctly. Prepare yourself for it by following the directions below, as you study, and by silently answering the questions:

1. Look at the fifth word in the list — *grate* — and notice the spelling. Perhaps the words in parenthesis will help you remember the spelling. Close your eyes and try to see the three words.

2. Now find your word — *grate* — among the sentences below. Do you understand what it means? Close your eyes once more and try to see it as it is spelled.

3. In much the same way study each of the other words in the list on page 73.

a. Will you buy a bag of *our* flour or a *bale* of cotton at the sale?

b. I know that he knew none of the things that were done.

c. You waste your time when you stare at the fire in the grate.

d. Do you *dare* to pick up that hare?

e. Don't you know that a hare is not so tame as a rabbit?

f. He knew it was a waste of money to buy the cheap *paste* at the sale. It was made of flour and water.

Game. *Writing.* It is easy to make sentences containing one or two of the ten words listed at the be-

ginning of this lesson, but to use four or more in one sensible sentence is a different matter. Perhaps to use all ten in one sentence is more than you can do. Try yourself on a sentence containing five of the words. You may write this one on the board, where the class can see it and correct it, if it needs correction. Now try again. Try for a larger number of words. The pupil writing the sentence that contains the largest number of the ten words wins the game.

33. Correct Usage: *throw, threw, thrown*

Can you say *throw* correctly? It begins with the sound *th*, like *think, thought, three. Threw* and *thrown* begin with the same *th* sound. Do not say *trow, trew,* and *trown.* Pronounce the words as the teacher pronounces them to you.

The following sentences show the correct use of *throw, threw,* and *thrown*; certain incorrect uses are shown in the parentheses:

1. *Throw* the ball to me. (NOT *Thrown* the ball)
2. He *threw* the ball. (NOT He *thrown* the ball)
3. *Have* you ever *thrown* stones at a post? (NOT *Have* you ever *threw* stones at a post?)

Do not use *throw* or *threw* with the helping words *have, has,* or *had*; use *thrown* with these helpers.

Exercise. As you read the sentences below, fill each blank with *throw*, *threw*, or *thrown*, whichever word is correct:

1. O John, ____ it to me. Don't ____ it to him.
2. I have not ____ the ball to him once, and he has not ____ it to me. He has ____ every ball to Fred.
3. Don't ____ it to Fred or Jim. They never ____ it to us. They have never ____ it to either of us.
4. We ____ it to you yesterday. We have often ____ it to you.
5. ____ it to us today. ____ it to us now. We ____ it to you yesterday.
6. The crowd ____ an admiring glance at the boy who had ____ the stone so accurately.
7. Have you ever ____ at that target before? I have often ____ at it. I ____ at it nearly every day. I ____ at it yesterday.
8. ____ at it again. ____ at it several times. You have ____ once and hit once. ____ twice and hit twice. ____ three times and hit three times, if you can.
9. Has anyone ____ more than once? Who ____ twice? Who has ____ three times?
10. John has ____ at the target three times. He ____ three times yesterday.

Drill in Correct Usage. If you sometimes make mistakes in the use of *throw*, *threw*, and *thrown*, read the sentences aloud a number of times, filling the blanks as rapidly as you can. When the right words come quickly to your lips, you may be sure that you know them well. That is the meaning of a good time record in the reading.

34. Reading a Poem Aloud

Paul Revere's Ride

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North
Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark

Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled, —
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the Redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn in the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm, –
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

HENRY WADSWORTH LONGFELLOW

Class Conversation. Tell briefly what is said in the first stanza of the poem. You might say:

> This is the story of the midnight ride of Paul Revere.

Or

> There was once a man named Paul Revere, whose midnight ride made him famous. It is the story of that ride that I shall tell you now.

Different pupils will tell the meaning of the stanza, each in his own way. The class will say which ones tell it specially well. In the same way the meaning of each of the other stanzas will be told.

If there are any words in a stanza that you do not quite understand, ask about their meaning while the story of the stanza is being told. Some if not all of the following words should be looked up in the dictionary:

1. belfry
2. muffled
3. muster
4. tread
5. grenadiers
6. stealthy
7. stride
8. impetuous
9. glimmer
10. gleam
11. bulk
12. steed
13. fog
14. bleating
15. musket-ball
16. Regulars
17. Redcoats
18. emerge

Reading. 1. Read the first stanza aloud. Bring out the meaning of it. Read so that everyone can understand you. Make your voice sound as pleasant as you can. Can you do all this at one and the same time?

PRACTICE

If necessary, read the first stanza aloud several times, until at last your classmates tell you that you are doing it well. They will try to help you improve your reading by pointing out the things you should do better.

2. Now read the second stanza, and practice reading it. Then, one after another, read each of the remaining stanzas.

Team Reading. The class may be divided into several teams for reading the poem aloud. The pupils of each team will stand in a row in the front of the room, and each pupil, when his turn comes, will read his part of the poem. Perhaps the team that reads best may read the poem to the pupils of another room.

Team Reciting. In the same way the poem may be recited by groups of pupils, each pupil memorizing and reciting only one or two stanzas.

35. Learning How to Telephone Better

Sometimes invitations are telephoned instead of sent by mail. This needs to be done politely and clearly. The following telephone conversation shows how one boy did it.

CHARLES [*lifts receiver and waits*].

OPERATOR. Number, please.
CHARLES. Lake 2391, please.
OPERATOR. Lake 2391?
CHARLES. Yes, please.
OPERATOR. Thank you.

MRS. JEWETT [*she is* CHARLES'S *mother. She hears the bell ring as she sits in her home, and lifts the receiver to answer the call*]. Lake 2391.

CHARLES. Good morning, Mrs. Jewett. This is your son Charles talking.

MRS. JEWETT. Good morning, Charles. I am so glad you called. I know from your way of speaking that you have something interesting to tell.

CHARLES. Yes, very interesting. Our room is preparing to give a program soon, and as part of it there will be a contest. The best readers in the class will be in that.

MRS. JEWETT. Yes.

CHARLES. The best of all is that each pupil is allowed to invite visitors. I am inviting you. Since you are my only mother, I do hope you can come. It is to be next Friday afternoon at two o'clock.

MRS. JEWETT. Thank you. I am very much pleased to be invited. I will let you know this afternoon when you come home whether I can go.

CHARLES. I almost forgot to tell you that Charles Jewett, the famous reader, will be in the contest and hopes to be the winner.

MRS. JEWETT. Oh! Charles Jewett, did you say? I know about him. In that case I will accept your very kind invitation at once. I should be sorry to miss a chance to hear him. Thank you again for asking me.

CHARLES. Thank you for accepting, Mrs. Jewett. Good-by, Mother.

MRS. JEWETT. Good-by, Charles.

STUDY

In preparation for the telephone project below, study the conversation between Charles and his mother with the help of the following questions:

1. What does Charles say when he calls the number he wants?
2. What does the operator reply?
3. How does Mrs. Jewett answer the telephone when it rings in her home?
4. How many polite words or remarks can you point out in the entire telephone conversation?
5. Are there any joking remarks in the talk? What are they?

°**Project.** It may be that the teacher will let you use the school telephone to ask your parents or a friend to visit your schoolroom on the day you have a contest reading Longfellow's poem aloud. The class may go

quietly to the principal's office with you to hear you telephone. In this way, if there is no objection, several pupils may telephone each day until everyone in the class has had a chance to give his invitation.

PRACTICE

You can see how important it is that you practice over a make-believe telephone before giving your invitation over the real telephone. With a classmate, who will take the part of your parent or friend, hold a telephone conversation while the class listens with these questions in mind:

1. Are you speaking loud enough, distinctly, and pleasantly?

2. Are you polite in everything you say and in the way you say it?

3. Are you speaking in clear-cut sentences?

4. Are you calling for the number in the right way?

5. Are you pronouncing correctly?

6. Are you using correct English?

36. Spelling Troublesome Words

A misspelled word in a letter is like a fly in the honey. Both word and fly are out of place. Only careless writers permit misspelled words to slip into their neatly written letters. "But how can I keep them out?" you may ask. The answer is, "By becoming a good speller." The following exercise will help you master a number of troublesome words. The words

are given below, together with other useful words and information in the parentheses:

1. right (the *right* thing to do; bright, light)
2. root (the *root* of the tree; boot)
3. father (*father* and son)
4. son (his father's *son*; ton, won)
5. weigh (*weigh* the horse; neigh)
6. weight (a heavy *weight*; freight, eight)
7. sow (*sow* seed; row, low)
8. cent (he lent me one *cent*; tent, indent)
9. wood (oak is good *wood*; hood)
10. horse (horseshoe, *horse* power)

STUDY

In your study of the ten words above, let the following questions and directions guide you:

1. How does the matter in the parenthesis following the first word help you to learn the meaning and spelling of that word?

2. Can you give a sentence containing the first word together with one or more of the words in the parenthesis that follows that first word?

3. In the same way study each of the remaining words in the list.

4. Write a sentence containing as many of the ten words as you can use in it.

5. Can you use all the remaining words in one other sentence? Try it.

Game. As many pupils as can find room to write sentences on the board may do so. Each sentence must contain at least one of the words from the list

and, from the parenthesis belonging to that word, at least one word more. Pupils who are not writing look for mistakes in the sentences on the board. When a pupil discovers such a mistake, he may point it out. If he is right, he takes the place of the pupil at the board and begins writing sentences of his own. A pupil who loses his place may win another place at the board by finding a mistake in some classmate's sentences. So the writing goes on. Those pupils in whose sentences no one has found a mistake win the game.

37. Learning More about Sentences

I

It is interesting to see how many sentences one can make about the same thing. In another school the teacher asked the pupils to make sentences about

the little bird in the apple tree.

Each sentence was to begin with those words. Some of the sentences given are these:

1. *The little bird in the apple tree* sang a song for me.
2. *The little bird in the apple tree* is building a nest.
3. *The little bird in the apple tree* was looking for bugs.

Exercise. Make three sentences about each of the following and begin each of your sentences with the words in the list. The best sentences may be written on the board. With what kind of letter should each begin?

1. the farmer's horses
2. my lost rubbers
3. bread and butter
4. signs of spring
5. the apple tree in our yard
6. several children on roller skates
7. the girl's father
8. my old friend John
9. the best book of stories
10. George Washington

II

On another day the teacher asked for sentences each ending with the words

climbed up the telegraph pole.

The following are some of those given:

1. The frightened cat *climbed up the telegraph pole.*
2. Several boys *climbed up the telegraph pole.*
3. A gray squirrel *climbed up the telegraph pole.*

Exercise. Make three sentences with each of the groups below, ending each of your sentences with the group. The best sentences may be written on the board. What punctuation mark should follow each?

1. jumped into the water
2. lay on the bench in the shop
3. talked with the Indians
4. floated slowly past
5. hurried down to breakfast
6. were finishing their school work

7. rose and answered the telephone
8. was reading a book after dinner
9. was always polite
10. wrote a comical letter to a classmate

III

Exercise. 1. Some of the numbered groups of words below are sentences; some are not. Tell which is which.

1. Fred is here.
2. I am with him.
3. Those three boys in the orchard.
4. Donkeys are comical.
5. A pleasant day.
6. The day was pleasant.
7. The boy is tall.
8. The tall boy.
9. The faithful worker.
10. She was a faithful worker.
11. Sat in the airplane and looked down on the city.
12. Crossed the ocean in an airship.
13. Tried to fly over the South Pole.
14. A number of prettily dressed women.
15. A great crowd of men, women, and children.
16. The runaway cow.
17. Were shouting and whistling.
18. His younger brother with the brown eyes.
19. His brother has brown eyes.
20. The boy ate the cracker.

2. Go through the list above once more. When you find a group of words that is not a sentence, change it to a sentence and write this on paper or on the board.

Correction. If you can find no mistakes in your sentences, ask one or more of your classmates to look them over, to make sure that you have begun each sentence with a capital letter and ended it with a period. Do some sentences end with another kind of mark — not a period? Have you written any such sentences?

38. Telling the Story of a Picture

In the picture on page 91 something has happened. The boy at the back is calling loudly, and his friend is running to him. For the moment the girls have forgotten their cooking. What is the matter? The boy who is calling seems to be standing in front of a cave. Is this what he has found, or is it something within the cave that excites him? What can it be?

STUDY

Before one speaks, one must study; that is, one must decide what to say. As you study the picture, let the following questions guide you. Silently read and answer them. In this way you will learn to study.

1. Could there be an old sea chest in the cave, left by pirates many years ago? Why is it that no one has seen it before? What could be in it? Did you ever read about the old sea chest in "Treasure Island"?

2. Perhaps the cave itself is new, having been made by a mild earthquake a short time before?

3. Could it be that the boy has discovered a stone staircase leading from the cave into the earth, like the staircase down which Aladdin made his way long ago?

4. If you begin your story with the four children standing before the cave, looking in, will you tell in your first sentence what they see or will you keep your hearers waiting a while before you tell what that is?

5. What happens in your story? What do the children say? What do they do?

6. What names will you give these four children? Are you one of them?

7. What beginning sentence can you give that will make your audience wish to hear the rest of your story?

Speaking. Tell the class your story of the boy's discovery. You probably have thought out a different story from anyone else's. The class will wonder what it is and how everything ends.

Class Conversation. After each story the class will talk over its good points, as well as those that call for improvement. Particular attention will be given to these questions:

1. Was the story original; that is, was it different from what you expected to hear as a story of the picture?

2. Did the beginning sentence make you wish to hear the rest of the story?

3. Was the story too long? How could it be made shorter so as to be better?


B.F.L

4. Was there conversation in it, and if so did you like that?

5. Was the surprise kept for the end in such a clever way that you could hardly wait for the end to come?

Making a Book of Stories

Project. It would be interesting to make a book of these stories. Each pupil may write his own story and correct it carefully either alone (if he needs no help) or with a classmate. If there is conversation in the story, turn to page 58 to refresh your mind as to how conversation is written. A committee may decide on the cover for the book. The committee will be glad to hear from pupils who have original ideas.

What title will you give this book? That title will probably fit most of the stories, as well as the picture itself. Perhaps you will decide to give the book two titles, the second explaining the first. Notice these two titles:

PHILIP'S AMAZING DISCOVERY

THE STORY OF A CAVE

A STORY BOOK MADE BY THE PUPILS
IN MISS BROWN'S SCHOOLROOM

39. Learning the Trick of a Good Beginning Sentence

The stories that you have been telling and hearing during the last few days showed that some pupils do not yet know the trick of a promising beginning sentence. Some of the stories began with sentences like these:

1. The four children looked into the cave to see what might be inside.
2. The campers looked into the cave and saw there a big sleepy bear lying on the ground.

Do those two sentences make you wish to hear the rest of the story? How much more the following sentences make one want to learn what happened next:

3. When their eyes had got used to the darkness of the cave, the children saw an old, old chest standing in one corner, that looked as if it had been left there by some pirate long ago.
4. Something big and furry lay on the ground of the cave and moved a little as if it might get up.

Exercise. 1. Tell what you think of each of the following as beginning sentences for stories:

1. I am going to tell you the story of a picture.
2. There is something in that picture that you may not have noticed.
3. Long ago an old man lived in that house with his family.

4. Old men often live in old houses, but in at least one way this old man was very, very different.

5. "Is that a staircase I see?" asked Philip, as he and the others stared into the dark cave.

6. "Why is it that we have never seen this cave when we have camped here before?" asked Alfred, very much puzzled and a bit frightened.

7. Before them and just inside the entrance of the cave stood a large and strange brown object, the sight of which made them gasp.

8. The campers looked in to see what might be in the cave.

9. There was something in the cave that looked odd.

10. Last summer when we were camping we saw several caves in the hillside behind our tent.

11. Sometimes when one goes camping one has adventures.

12. I like camping and I like adventures.

13. When vacation comes we always go to the woods.

14. Once I saw something in the woods that I had never seen before.

15. Yesterday Mary had a party at her house, and everybody had a good time.

16. There was something about Mary's party yesterday that made it the jolliest party I have ever known.

17. "What's that?" cried Sue, as she pointed to a curious little door in the wall, that had been hidden by a large dresser.

18. In the sky overhead the children heard the roar of an airplane.

19. I once saw an airplane so high overhead that it looked like a small bird.

20. Climbing into the airplane, the four children started off on a journey that they soon wished they had never begun.

2. Of the twenty sentences above, which one do you think would make the very best beginning sentence for a story? Which one is the second best? Which one is the third best, in your opinion?

3. Turn back to the pictures opposite pages 4, 22, and 68 and make a beginning sentence for the story of each picture.

40. Retelling a Story for Practice

If you want to become a skillful violin player, what must you do? The answer is easy: you must practice. If you are a poor tennis player and want to improve your game, what must you do? Again, you must practice. So it is with speaking.

Let us study the following fable and practice telling it:

The Fly and the Moth

A Fly alighted one night upon a pot of honey. He found it very much to his taste and began to eat along the edges. Little by little, however, he had soon crept away from the edge and into the jar, until at last he found himself stuck fast.

Just then a Moth flew by. Seeing him struggling there, the Moth cried: "Oh, you foolish

Fly! Were you so greedy as to be caught like that? Your appetite was too much for you."

The poor Fly had nothing to say in reply. What the Moth had said was true. But by and by, when evening came, he saw the Moth flying around a lighted candle in the giddiest way, and each time a little closer to the flame, until at last he flew straight into it and was burned.

"What!" exclaimed the Fly, "are you foolish, too? You found fault with me for being too fond of honey; yet all your wisdom did not keep you from playing with fire."

It is sometimes easier to detect the foolishness of others than to see our own.

ÆSOP

Studying Words with the Help of the Dictionary

Exercise. Look up the following words in the dictionary, and for each find others that could be used in its place in the fable. The number before each word gives the line in the fable where that word can be found.

1	alighted	8	foolish	15	flame
1	pot	9	greedy	16	flew
3	edges	10	appetite	19	fond
4	crept	11	reply	19	wisdom
7	struggling	14	giddiest	21	detect

You will not find *alighted* in the dictionary. Look for *alight* instead. Look for *edge* instead of *edges*, for *creep* instead of *crept*, for *struggle* instead of *struggling*, for *giddy* instead of *giddiest*, and for *fly* instead of *flew*.

Expressing the Same Thought in Different Ways

There are several ways of saying

A Fly alighted one night upon a pot of honey.

You could say, for instance,

A Fly landed one evening upon a jar of honey.

Or

A Fly descended once upon a time upon a jug of honey.

Or

A Fly arrived in his travels one day upon a bowl of honey.

Or

A Fly in his tiny airplane effected a landing one dark night in a flying field that proved to be a dish of honey.

Class Conversation. 1. Which of the five different ways of expressing that one thought pleases you most? Perhaps the last one is a little too fanciful. Do you think so?

2. Express in several different ways the thought of each of the following sentences from the fable. When several pupils have done this, decide with your classmates which are the best two or three ways.

1. He found it very much to his taste.
2. Little by little, however, he crept away from the edge.
3. At last he found himself stuck fast.
4. The Moth saw the Fly struggling in the honey.
5. "Your appetite was too much for you."
6. The poor Fly had nothing to say in reply.

7. The Moth was flying around a lighted candle in the giddiest way.

8. "You found fault with me."

9. "Your wisdom did not keep you from playing with fire."

10. It is sometimes easier to detect the foolishness of others than to see our own.

Dramatization

Only two pupils are needed to play this story, but what is to be the dish of honey? If a pupil is to be the Fly, the dish ought to be much larger than he. The entire schoolroom will have to be the dish of honey. What is to be the flame?

Playing. 1. Several pairs of pupils may offer to play the fable. First of all, each pair will go to one side and talk over the question of the best way of playing it. They may even wish to practice it alone in the hall. How will the Fly act? How will the Moth show that he is flying around the flame? What should each one say?

2. After several pairs of pupils have played before the class, and the best points of their playing have been noted, other pupils may wish to play. They may have a different idea of how the fable should be acted.

Speaking. Now you are ready for practice in speaking. All that has gone before has been preparation. Before you tell the fable, turn with your classmates to the list in the Summary, pages 148–150. To which of those numbered points will you give particular attention in your story-telling?

PRACTICE

Telling a story once is not practice in speaking. That is only the beginning. That only gives your hearers a chance to find out where your speaking needs improvement. After they have been kind enough to tell you this, try again, perhaps several times, and tell the story with the purpose of doing it better each time.

41. Correct Usage: *this, these; that, those*

The word *man* refers to one person, and the word *men* refers to more than one. The same difference is seen between *this* and *these*: *this* refers to one person, place, or thing, and *these* refers to more than one. So we say "*this* man," but "*these* men." For the same reason we say "*that* man," but "*those* men."

It is incorrect to say "*these* kind." It should be "*this* kind." The word *kind* means one; the word *kinds* means more than one.

It is incorrect to say "*these* kind of people." It should be "*this* kind of people."

It is wrong to say "*those* kind of things." It should be "*that* kind of things." So, too, it should be "*that* sort of marbles," not "*those* sort of marbles."

Sometimes you hear people say "This *here* door," "This *yere* door," "That *there* window," "That *'ere* window," "These *here* books," "These *yere* papers," "Those *there* flowers." The word in italics in each of those groups of words is unnecessary and incorrect.

If we drop the words in italics, we have the correct groups "This door," "That window," "These books," "These papers," and " Those flowers."

Test. Write on a sheet of paper the numbers 1 to 22. Then, as rapidly as you can, write opposite each number the correct word from the parenthesis of the same number. When you have written these words, mark your paper as the teacher or a pupil reads the correct list.

1. I do not like (**this** [1] **these**) kind of crackers.
2. I do not care for (**those** [2] **that**) kind of marbles.
3. I like (**these** [3] **this**) shoes better than (**those** [4] **that**) sort.
4. I have never read (**that** [5] **those**) kind of books.
5. Why did you buy (**these** [6] **this**) gloves?
6. I thought you liked (**that** [7] **those**) sort of gloves.
7. She never cared for (**those** [8] **that**) sort of cookies.
8. Do you like (**these** [9] **this**) sort of slippers better than (**that** [10] **those**) sort?
9. Does she wear (**this** [11] **these**) kind of spectacles or (**those** [12] **that**) kind?
10. Which kind of ear muffs do you prefer — (**those** [13] **that**) kind or (**these** [14] **this**) kind?
11. I do not like (**them,** [15] **them there, that, those**) sort of skates. I prefer (**this here,** [16] **this, these**) kind.

12. (**Them,** [17] **Those there, Those**) are the skates for me.

13. Why do you wear (**those there,** [18] **that, those**) kind of shoes when you go skating? I wear (**this** [19] **this here, these**) kind.

14. The dressmaker uses (**this,** [20] **these here, these**) scissors, but the barber uses (**those,** [21] **those there, that**) sort.

15. Where did you buy (**those,** [22] **that, them**) scissors?

Drill in Correct Usage. If your record in the test was below perfect, you probably need the present drill. Read the numbered sentences aloud, selecting the correct words as you do so. Gradually increase your speed, still reading correctly and distinctly, while the teacher or a classmate times you.

42. Making Your Meaning Clear

Can you solve the problem below? If you can, do not tell how, until you have read the directions on page 102.

The Man, the Fox, the Goose, and the Corn

A man once made a journey with a fox, a goose, and a bag of corn. All went well until he came to a broad stream over which led an old bridge. The bridge was so rickety that our traveler dared not cross with more than one of his three attendants at a time. This meant that he would need to cross not less than three times,

and the question was, Should he take the fox first, or the goose first, or the corn first?

It was a puzzling question. If he took the fox first, the goose would eat the corn while he was taking the fox across. If, on the other hand, he took the corn first, the fox would eat the goose while the corn was being carried over the stream.

"Aha!" he cried at last, "I will take the goose first, and leave the fox with the corn. The fox does not eat corn."

Having done this, he returned for the fox or the corn. But which? If he took the fox and left him with the goose on the other side, the fox would eat her while the man was fetching the corn. Neither would it do to carry the corn to the goose and leave it with her while returning for the fox.

What to do? He finally did manage it, but how?

How to Make Your Meaning Clear

Can you explain to others how you have solved this problem? It will be easier for you to explain if you remember the following three things:

1. To use short sentences.

2. To begin the parts of your explanation with such guideposts as *first, second, third.*

3. To make a drawing. In this case you might draw two lines to show the two sides of the stream. At the beginning of your explanation you might write *fox, goose,* and *corn,* where these would be in the drawing.

Speaking. Give your explanation, remembering that the class is listening alertly to everything you say.

PRACTICE

Was your explanation clear? What does the class tell you about that? How might you have done better? Try to improve your explanation. Show your classmates that you can, even if you have to try more than once before you succeed.

43. Learning More about Courtesy

Somebody has said, "It costs nothing to be polite." That is true but not to the point, for courtesy would be worth while even if it cost a great deal. The following little words and groups of words, and others like them, help to make living and talking with others pleasant:

1. Please
2. Yes, please
3. If you please
4. Thank you
5. No, thank you
6. Thank you very much
7. Please excuse me
8. I beg your pardon
9. Pardon me
10. I'm sorry
11. May I trouble you?
12. I'm sorry to trouble you

Speaking. Choose one of the polite words or word groups, and explain to the class when you would or ought to use it. At the end of your explanation, try to give a sentence or two that contain the polite word or words.

Thus, you might select the group of words *May I trouble you.* You might speak as follows about it:

> I could use the words *May I trouble you* if I were asking a question or a favor. Then I could say, "Mary, may I trouble you to tell me the answer to the second example?"

Notice that politeness leads you to use the name of the person to whom you are speaking. For instance, when the teacher asks you a question that can be answered by *yes* or *no,* the polite thing to do is to add the teacher's name to that *yes* or *no,* thus:

Yes, Miss Brown.
No, Miss Brown.

Being a Newspaper Reporter

Project. Go hunting for polite remarks. When you hear one, try to remember it, as well as how it happened to be used, in order that you may tell the class about it. This, you see, is like being a newspaper reporter. Make your report in the following form:

> I noticed yesterday how polite the grocer was. As he gave a customer his change, he said very pleasantly: "Thank you. Come again." When I asked for something he did not have, he said politely: "I'm sorry, but we are all out of that today."

44. Correct Usage: *Test and Review*

Test. On a sheet of paper write the correct words from the parentheses, together with the number of each, and check your work in the usual way.

1. Was it (**he** [1] **him**) or was it (**her** [2] **she**) that (**don't** [3] **doesn't**) like (**this** [4] **these**) kind of exercises?

2. What have you (**eaten** [5] **ate**)? Have you (**ate** [6] **eaten**) (**those** [7] **that**) sort of cookies? What have you (**drank** [8] **drunk**)?

3. Have you ever (**eaten** [9] **ate**) (**that,** [10] **that there, those**) kind of sweetened crackers which we (**saw** [11] **seen**) at the bakery?

4. What have you (**did** [12] **done**) with (**those there** [13] **those**) scissors? Haven't you (**seen** [14] **saw**) them (**nowhere** [15] **anywhere**)?

5. When the school bell (**rung** [16] **rang**), I had (**eaten** [17] **ate**) my oatmeal, I had (**drank** [18] **drunk**) a glass of milk, I had (**sung** [19] **sang**) a song to the baby, I had (**ran** [20] **run**) upstairs to say good-by to Mother, and I was on my way to school.

6. It was (**I** [21] **me**) who (**thrown** [22] **threw**) the ball over the fence. Where (**was** [23] **were**) you when I (**did** [24] **done**) it?

7. Where has your brother (**gone** [25] **went**)? He hasn't (**came** [26] **come**) to my house (**this** [27] **this here**) week.

8. What are (**those** [28] **them**) things (**lying** [29] **laying**) under the back seat of (**that there** [30] **that**) car?

9. (**May** [31] **Can**) I ask you for a sheet of paper? I want to (**learn** [32] **teach**) your sister how to work (**this here** [33] **this**) example.

10. He (**doesn't** [34] **don't**) know (**nothing** [35] **anything**) about (**those** [36] **them**) ships in the bay.

11. Have you (**written** [37] **wrote**) your aunt that you would buy (**this** [38] **these**) sort of buttons for your new dress?

12. (**Those,** [39] **Them there, Those there, Them**) are the buttons you ought to have, not (**this here,** [40] **this, these**) kind.

13. What is that (**laying** [41] **lying**) on your desk?

14. Haven't you (**saw** [42] **seen**) (**nothing** [43] **anything**) (**lying** [44] **laying**) there? It was (**me** [45] **I**) who (**seen** [46] **saw**) it first.

15. Was it (**she** [47] **her**) or (**him** [48] **he**) that (**threw** [49] **thrown**) it there?

Drill in Correct Usage. What did the test show about your knowledge of correct English? Is there any one word that you miss continually? If so, let the Index tell you where to find the drill for that word. Then you should study it and master it. Perhaps there are several words that trouble you. The teacher will show you how the Index can help you find the lessons about them.

45. Pronouncing Correctly

Test and Review. 1. Can you pronounce correctly all the words in the columns below? These are words you have been studying during the present year.

1. handkerchief
2. interesting
3. automobile
4. arithmetic
5. tomorrow
6. partner
7. inquiry
8. genuine
9. pianist
10. theater
11. chimney
12. address
13. average
14. piano
15. drawing
16. recess
17. I wish
18. perhaps
19. father
20. coupon
21. today
22. ate
23. room
24. such
25. route
26. once
27. roof
28. twice
29. root
30. broom
31. touch
32. machinery
33. stomach
34. quiet
35. history
36. apron

2. Look up in your dictionary the words you mispronounced. Say each of these to yourself several times to make sure that you know it.

Reviewing What You Have Learned about the Dictionary

Exercise. When the teacher or a pupil gives the signal, open your dictionary and find as fast as you can the first word in the list on page 108 — *athletics.* When you have found it, raise your hand. When every pupil has found it, the teacher will say who was first, who second, and who third. Then the teacher will pronounce the word and explain how the marks

in the dictionary show the pronunciation. Notice the following points:

1. That in the dictionary the word is separated into parts called syllables, thus:

ath-let'ics pump'kin I-tal'ian

2. That one of the syllables is accented, like the second syllable in *athletics* above. This little mark (') shows which syllable is to be emphasized when the word is pronounced. It is called the accent, as you know.

3. That there are little marks over the *a*, *e*, *i*, *o*, and *u* in words. Those marks show how to pronounce these letters. A Key, which the teacher will help you find in your dictionary, gives the exact meaning of each mark.

In the same way look up in your dictionary each of the remaining words in the list. Listen as the teacher pronounces them. Notice how that pronunciation is shown in the dictionary. Pronounce each word several times before going to the next.

1. athletics
2. pumpkin
3. Italian
4. Tuesday
5. forehead
6. engine
7. bouquet
8. column
9. parade
10. breakfast

Speaking. Make a sentence containing one or more of the words in the list. Tell your sentence. How many of those ten words can you use in one sentence?

46. Retelling a Story for Practice

Before we begin again to practice speaking, let us decide what our principal faults are. Do you know at once what yours are?

Class Conversation. Each pupil may tell the one or two principal things he knows he must keep in mind when he is trying to improve his speaking. The teacher or one or more pupils working together may list all these faults on the board, where they may stay during the following practice. Let each be written as a rule, telling what a speaker should do. Compare the list with the Summary, pages 148–150, to make sure you have forgotten nothing.

When the story-telling begins, a little later, each pupil may call attention to his faults as a speaker in some such way as this:

> Classmates, you know as well as I do the story I am going to tell you. We have been studying it together for several days. My purpose in telling it is to learn whether I can keep from falling into some of my old faults as a speaker. The principal one is that I easily drop into slangy English. Sometimes, too, I mumble my words. Now I shall try to tell the story without doing either of these things. Please watch to see whether I succeed.

Nat Brings a New Boy to Boarding School

"The fellows are having a circus out in the barn. Don't you want to come out to see it?" Nat asked Dan. He led Dan to the great barn and introduced him to the boys there. A large circle was marked out with hay on the wide floor, and in this the performance went on.

One boy gave a fine specimen of his agility by jumping over an old chair and running up and down ladders sailor fashion. Another danced a jig. Then Nat was called on to wrestle with Stuffy and speedily laid that stout youth on the ground. After this, Tommy proudly advanced to turn a somersault, an accomplishment which he had acquired by painful perseverance, practicing in private till every joint in his frame was black and blue. His feat was received with great applause, and he was about to retire, flushed with pride and a rush of blood to the head, when a scornful voice in the audience was heard to say:

"Ah, that's nothing!"

"Say that again, will you?" and Tommy bristled up like an angry turkey-cock.

"Do you want to fight?" said Dan, promptly descending from the barrel and doubling up his fists in a businesslike manner.

"No, I don't," said the candid Thomas, retiring a step and rather taken aback by the proposition.

"Fighting isn't allowed in this school," cried the others, much excited.

"You're a nice lot," sneered Dan. "What kind of a school do you call this?"

"I'd like to see him do better than I did, that's all," observed Tommy with a swagger.

"Clear the way, then," and without the slightest preparation Dan turned three somersaults one after another and came up on his feet.

"You can't beat that, Tommy. You always hit your head and tumble flat," cried Nat, much pleased at Dan's success.

Before he could say any more the audience was electrified by three more somersaults backwards, and a short promenade on the hands, head down, feet in the air. This brought down the house, and Tommy joined in the admiring cries which greeted the accomplished gymnast as he righted himself and looked at them with an air of calm superiority.

"Do you think I could learn to do it without its hurting me very much?" Tom meekly asked, as he rubbed the elbows which still smarted after the last attempt.

"What will you give me if I'll teach you?" said Dan.

"My new knife. It has five blades, and only one is broken."

"Give it here, then."

Tommy handed it over with an affectionate look at its smooth handle. Dan examined it carefully, then putting it into his pocket, walked off, saying with a wink:

"Keep on trying till you learn, that's all."

A howl of wrath was followed by a general uproar, which did not subside till Dan, finding himself in the minority, proposed that they should play stick-knife, and whoever won should have the knife. Tommy agreed, and the game was played in a circle of excited faces, which all wore an expression of satisfaction when Tommy won and secured the knife in the depth of his safest pocket.

LOUISA M. ALCOTT, "Little Men" (*Adapted*)

Using the Dictionary to Find the Meaning of a Word

In order that you may tell the story well, first of all make sure that you know every word in it. You cannot tell what you do not understand.

Exercise. For each of the words in the list below, numbered according to the line from which they are taken, find one or more of the same or nearly the same meaning that could be used in its place in the story. Let your dictionary help you as you look for these other words.

4	introduced	14	acquired	23	bristled
6	performance	14	painful	24	promptly
7	specimen	14	practicing	25	descending
7	agility	15	frame	27	candid
11	speedily	16	feat	28	proposition
11	stout	16	great	29	allowed
12	proudly	17	applause	30	excited
12	advanced	17	retire	31	sneered
13	accomplishment	19	scornful	34	observed



35 slightest
36 preparation
40 pleased
40 success
43 promenade
45 admiring
46 cries
46 accomplished
46 gymnast
48 air
48 calm
48 superiority
50 meekly
51 smarted
54 said
58 affectionate
59 smooth
59 examined
63 howl
63 wrath
63 general
64 subside
65 proposed
67 agreed
69 expression
69 satisfaction
70 secured

Expressing a Thought in Different Ways

There are several ways of saying

Nat introduced Dan to the boys.

You could say

Nat told the boys who Dan was.
Nat presented Dan to the boys.
Nat made Dan and the boys acquainted.

Speaking. Express the thought of each of the following sentences in several different ways:

1. In a circle marked on the barn floor the performance went on.
2. One boy gave a specimen of his agility.
3. Nat speedily laid the stout youth on the ground.
4. Tommy proudly advanced to turn a somersault.
5. He acquired this accomplishment by much practice.
6. With great perseverance he practiced in private.
7. His feat was received with great applause.
8. A scornful voice was heard in the audience.
9. Tommy bristled up angrily.

10. Dan promptly descended from the barrel.

11. The candid Thomas was rather taken aback.

12. Nat was much pleased at Dan's success.

13. The audience was electrified by three more somersaults.

14. Admiring cries greeted the accomplished gymnast.

15. He had an air of calm superiority.

16. A howl of wrath was followed by a general uproar.

17. The uproar did not subside till Dan proposed a game.

18. The game was played in a circle of excited faces.

19. The faces wore an expression of satisfaction when Tommy won the knife.

20. Tommy secured the knife in the depth of his safest pocket.

Dramatization

How many persons are needed to play this story? Which one of the players do you wish to be? Not everything that was said is given in the story. You will have to make up some of the conversation, but use all that the story supplies.

Perhaps it will be best to practice playing the story with your books open and the players reading the speeches. Later it may be done without the books.

Practice in Speaking

1. Everybody in the class now knows the story. The story-telling that follows is done to give you practice in speaking and to overcome some of your faults as a speaker. Earlier in this section you told what those were.

2. Does this story make you think of some experience of your own that the class might enjoy hearing? Tell this both for the entertainment of the class and for your further training as a speaker.

47. Correct Usage: *good, well*

The following sentences show the correct use of *well* and *good*:

1. John is a *good* talker. He talks *well.* (NOT He talks *good.*)
2. Mary is a *good* dancer. She dances *well.* (NOT She dances *good.*)
3. The children are *good* singers. They sing *well.* (NOT They sing *good.*)

As you see, the word *good* may be used in describing a person or thing, while the word *well* is used in telling how a person does something or how something works.

4. This is a *good* pen. It writes *well.* (NOT It writes *good.*)

Exercise. Fill the blanks in the following sentences with *good* or *well*, whichever is correct. Give the reason for your choice, or point to the correct use shown in the sentences above.

1. The ____ talker talks _____. He stands _____.
2. This is a ____ knife, for it cuts _____.
3. Do you ride ____? Are you a ____ rider?
4. She is a ____ driver. She drives _____.
5. She talks _____, and she dresses _____.

6. His work is ____. He is a ____ worker. He works ____.

7. Is he a ____ carpenter? Does he saw ____? Does he hammer ____? Does he plane ____? Does he measure ____?

8. Does that boy skate ____? Is he a ____ skater? Can he skate backwards ____?

9. Do you learn ____? Are you a ____ learner?

10. Does your car run ____? Has it a ____ engine?

11. Does your car start ____? Can you drive it ____?

12. Is he a ____ watchdog? Does he watch ____?

13. Has he a ____ bark? Has he a ____ bite?

14. Does he look after everything ____?

15. Does he do everything as ____ as a ____ watchdog should?

Game. Each pupil pretends that he is some kind of workman. He tells all of the things that form part of his work and that he can do well. For instance, if he is a carpenter, he will say this:

I am a good carpenter.

1. I can saw well.
2. I can drive nails well.
3. I can plane boards well.
4. I can chisel well.
5. I can lay floors well.
6. I can fit windows well.
7. I can hang doors well.
8. I can build staircases well.
9. I can shingle a house well.
10. I can plan a house well.

As you see, there are ten things that this good carpenter can do well. His score is 10. In the same way other pupils make as high scores as they can by telling everything they do well as farmers, grocers, drug-

gists, gardeners, or whatever they are. At the end the pupil with the highest score is declared the winner. It is important to choose to be the kind of workman that does many different things well, if you wish to make a high score.

Which of the following will you be, or can you think of something better for a high score?

farmer's wife	acrobat	newspaper man
dressmaker	mechanic	newspaper woman
music-teacher	plumber	animal trainer
school-teacher	painter	cook and baker
stenographer	conductor	airplane pilot
salesman	juggler	milliner
banker	lawyer	school principal

48. Writing a Business Letter

234 Main Street
New Britain, Conn.
May 8, 1930

The Youth's Companion
8 Arlington Street
Boston, Mass.

Dear Sirs:

Please send me a sample copy of your magazine in the new, monthly form.

Very truly yours,
Charles Brown

STUDY

The letter on the preceding page is a business letter. In order that you may learn how a business letter should be written, study it with the help of the following questions:

1. What difference, if any, do you see between that business letter and the kind of letter you have been writing — the friendly letter?
2. Are the headings of the two kinds of letters the same?
3. Is there any difference in the way the greeting is written?
4. What is just above the greeting in the business letter? Whose name and address is it?
5. Is that the name and address that will be written on the envelope?
6. Are any short forms, called abbreviations, used in the letter? Where in this book is a list of abbreviations to be found? Does the Index tell?

Copying. To make sure that you will not forget how a business letter is written, copy the one on the preceding page. Those who make the best copies may be post-office workers in the game below. The very best writer may be the postmaster.

Game. Without saying a word, pick out a classmate and surprise him with a business letter. From this your classmate will learn that he is engaged in, say, the grocery business. He did not know that he was in any business, and perhaps if he had his choice he would prefer to be a lawyer, a doctor, or an aviator.

You might send him a letter like the following (let us say that his name is Alfred King):

948 Water Street
Utica, New York
May 9, 1930

The King Grocery Co.
775 West Union Street
Utica, New York

Dear Mr. King:

Please send me a sample of your very best peppermint candy

Very truly yours,
(Miss) Alice Lynch

After everyone has received his letter through the class post office, where the writers of incorrect letters are asked to correct mistakes in letter form, in spelling, and in punctuation, the letters may be read aloud. Which ones were particularly interesting?

49. Spelling Troublesome Words

Some pupils have difficulty spelling the ten words in the following list. After each, as you see, are other words in parenthesis. These others should help you in your study of the troublesome ten.

1. write (writer, writing, wrap, wreath)
2. route (rural mail route)

3. farther (far, farther, farthest)
4. way (walk this way; day, hay, say)
5. sew (sewing machine)
6. sun (sunshine; fun, bun, run, nun)
7. wait (waiting room; bait)
8. sent (sent by express; bent, dent, indent)
9. would (wouldn't, could, should)
10. hoarse (my throat is hoarse; coarse)

STUDY

Working alone at your desk, study the words in the list with the help of these directions:

1. Look at the first word in the list. Think of what it means. Notice its spelling and that of the words in parenthesis. Close your eyes and try to see the word in the list. Now write it several times on a sheet of paper.

2. In the same way study each of the remaining words in the list.

3. Remember that *route* is pronounced to rime with *boot* although the spelling is *r o u t e*. Say "rural route" several times as you write the word.

4. The word *sew* is pronounced *so*, like the first syllable in *sewing machine*.

Writing. How many of those ten words can you use in one sensible sentence? Sentences containing four or more of the words may be written on the board, and the class will examine them for correctness. Who will write the best sentence containing the largest number of those ten words?

50. Correct Usage: *sit*, *sits*, *sitting*, and *sat*

Do not use the word *set* when you mean *sit*. *Sit* means "take a seat" or "have a seat." The word *set* does not have this meaning. When you are talking about taking a seat or having a seat, do not use the word *set*. It is incorrect to use it then.

The following sentences show the use of *sit*, *sits*, *sitting*, and *sat*, where *set*, *sets*, and *setting* would be wrong:

1. Please *sit* here. (NOT Please *set* here.)
2. There *sits* the old man. (NOT There *sets* the old man.)
3. She is *sitting* on the porch. (NOT She is *setting* on the porch.)
4. He *sat* in the old armchair. (NOT He *set* in the old armchair.)

Test. As you rapidly read the sentences below, write the correct words on a sheet of paper, and with each the number of its parenthesis. When you have finished, mark your words as the teacher or a pupil reads the correct word for each number.

1. Somebody has (**sat** [1] **set**) in my chair.
2. Who is (**setting** [2] **sitting**) in it now?
3. I am (**sitting** [3] **setting**) where my father used to (**set** [4] **sit**).
4. Who (**set** [5] **sat**) on this bench yesterday? Who (**sits** [6] **sets**) here when I am outdoors?

5. She (**sets** [7] **sits**) in the old armchair today. There she (**sat** [8] **set**) yesterday.

6. Please (**sit** [9] **set**) here, Mary. (**Set** [10] **Sit**) over there, George.

7. The child was (**sitting** [11] **setting**) in the apple tree.

8. While I (**sat** [12] **set**) here, John was (**setting** [13] **sitting**) there.

9. While I was (**sitting** [14] **setting**) here, John (**set** [15] **sat**) there.

10. On the roof of the barn there (**sets** [16] **sits**) a bird.

11. It (**set** [17] **sat**) there the other day, and it is (**sitting** [18] **setting**) there today.

12. It (**sets** [19] **sits**) there now.

13. I asked John to (**set** [20] **sit**) here, but he (**sat** [21] **set**) there.

14. Please (**sit** [22] **set**) here, John. Don't (**set** [23] **sit**) there.

15. I (**set** [24] **sit**) where I (**set** [25] **sat**) yesterday. He (**sits** [26] **sets**) where he (**sat** [27] **set**) yesterday.

Drill in Correct Usage. 1. Unless you passed the test with a perfect score, read the sentences several times until you can choose the correct word or words for each one rapidly and easily. When you can do this, as you read the sentences aloud very distinctly, perhaps the teacher or a pupil will time you. Are you still somewhat slow in selecting the correct words?

2. It may be that one or two words give you special trouble. Find the lessons and drills for these in this book. Ask the teacher to show you how to use the Index for this purpose, unless you already know its use.

51. Studying Sentences

I

You know that the following group of words is not a sentence:

the clerk in Smith's Grocery

By adding the right words to it you can change it into a sentence, thus:

1. *The clerk in Smith's Grocery* drove into the country.
2. *The clerk in Smith's Grocery* sold us some sugar.
3. *The clerk in Smith's Grocery* bought a new car.
4. *The clerk in Smith's Grocery* went on a motor trip.

These are sentences. Many more sentences could be made beginning with the words *the clerk in Smith's Grocery.*

Exercise. The following groups of words are not sentences. Can you make four sentences, beginning each one with the first group of words? In the same way make four sentences for each of the other groups.

1. a girl in an automobile
2. several studious schoolgirls
3. the old horse in the pasture
4. a large green automobile
5. that pretty pony in the pasture

6. my new radio set
7. the new schoolhouse on Main Street
8. the old lion at the zoo
9. Fred
10. the jolly motor-bus driver with the blue eyes

II

You know that the following group of words is not a sentence:

went on a motor trip

You can use it as a part of a sentence. You can add to it words that will make sense with it and so change it into a sentence. That is how the following sentences were made:

1. The dry-goods clerk *went on a motor trip.*
2. John Smith *went on a motor trip.*
3. Those two schoolgirls *went on a motor trip.*
4. The jolly motor-bus driver with the blue eyes *went on a motor trip.*

Notice that each of the four sentences ends with the words *went on a motor trip.*

Exercise. Make four sentences, each ending with the first group of words below. Then in the same way make four sentences with each of the remaining numbered groups.

1. went fishing
2. went into the woods for wild flowers
3. traveled across the ocean
4. worked an hour over his letter

5. played a trick on his big brother
6. won the prize
7. fell out of the apple tree
8. visited the museum every Saturday
9. barked again and again
10. made a safe landing in the farmer's hayfield

III

Have you noticed that a sentence has two parts? Each part alone is not a sentence, but the two parts together are. So the sentence "The jolly grocery clerk went on a motor trip" consists of these two parts:

1. The jolly grocery clerk
2. went on a motor trip

Exercise. 1. The following numbered groups of words are not sentences. Each group is only one of the two parts of a sentence. Join together groups that will make sense together and so make sentences.

1. the old watchdog
2. whistled and sang all day long
3. the famous ball player
4. growled at the stranger
5. birds
6. a company of soldiers
7. drove the ball out for a home run
8. the boy's mother
9. were building nests
10. the accident
11. marched briskly to the drill field

12. wrote a letter to her grandmother
13. the tall policeman
14. might have happened to anyone
15. told us to be careful at the crossing
16. talked with the reckless driver
17. several large trees
18. Susan
19. telephoned the good news to his father
20. dropped from his window to the street below
21. hurt his foot on a rock at the water's edge
22. was inviting friends to her party
23. the happy boy
24. one of the swimmers
25. John's book
26. had been blown over in the storm
27. were on their way to school
28. the polite stranger
29. boys and girls of all ages and sizes
30. asked Edward about the way to the schoolhouse

2. On a sheet of paper or on the board write several of the sentences you have made. As you do so, remember about the capital letter at the beginning of every sentence and the punctuation mark at the end.

52. Writing Another Business Letter

Today you are to prepare to write a business letter not to a classmate but to a person or company really in business. There will be nothing make-believe about this letter.

Reading Advertisements

Turn the pages of a magazine for boys and girls. You will find there a number of things offered for sale. Many of the advertisers ask you to write for their free booklet or for a sample.

Writing. Write to one of these advertisers and ask politely for the booklet, sample, or whatever it is that he offers you free. If you do not remember exactly how each part of a business letter is written, turn to the page or pages where this is explained. Will the Index help you to find those pages? Address the envelope for your letter.

Correction. You would not like to think that the letter received from you had any mistakes in it. Ask a classmate to help you make sure that your letter is entirely correct. It may be that you will wish to copy the letter after making corrections.

53. Using the Hyphen Correctly

Notice that the following words are divided into syllables and that a little mark (-), which is called a hyphen, is placed between the syllables:

dif-fer-ent-ly	au-to-mo-bile
dic-tion-a-ry	hip-po-pot-a-mus
a-rith-me-tic	Penn-syl-va-ni-a
ge-og-ra-phy	ac-ci-den-tal-ly

Sometimes, when one is writing, there is not room at the end of a line for the entire word that has been

begun. Then only a part of the word is written on that line, and the remainder on the next line. However, when this happens, three things must be remembered: (1) that the word must be separated into the two parts correctly, that is, between syllables; (2) that a hyphen must follow the first part; and (3) that a word of one syllable must not be divided.

Exercise. 1. Tell into what two parts you could separate each of the long words on page 127, if you were writing the word at the end of a line and found that there was not room for the entire word. Remember that a word of many syllables may be divided correctly in more than one place. Thus, *differently* may be divided in three different places.

2. Into what two parts would it be correct to separate each of the following words at the end of a line? Probably you will find it necessary, before you answer, to look up each of these words in the dictionary.

beautifully	comparison	curiosity
Arizona	chocolate	explanation
independence	typewriter	multiplication
declaration	photograph	determined

3. What is the right thing to do with each of the following words at the end of a line if, in writing, you do not have room there for the entire word? Each of these is a word of one syllable.

jumped	laughed	bounced
cleaned	brushed	chopped

4. In this book, or another, look for words divided at the ends of lines. Notice where the hyphen is always placed. On page 128 are five hyphens at the ends of lines.

54. Correct Usage: *Test and Review*

As you rapidly read the following sentences write the correct words on a sheet of paper, together with the number of each, and correct your list in the usual way:

1. I (**seen** [1] **saw**) him (**sitting** [2] **setting**) there when I (**came** [3] **come**) home.
2. He (**did** [4] **done**) nothing but (**set** [5] **sit**) there all day.
3. In the evening after he had (**gone** [6] **went**) away, I (**set** [7] **sat**) on the bench and (**sang** [8] **sung**) some songs.
4. We had (**ate** [9] **eaten**) our supper, we had (**drunk** [10] **drank**) our tea, and we were (**sitting** [11] **setting**) on the porch.
5. Someone (**threw** [12] **thrown**) a ball of paper at me.
6. My mother gave me (**these** [13] **this**) kind of scissors, and she (**taught** [14] **learned**) me how to use them.
7. I do not like (**that** [15] **those**) kind of needles. She (**doesn't** [16] **don't**) either.
8. Mother, (**may** [17] **can**) I try (**those** [18] **that**) kind of slippers on to see how they look on me?
9. You (**did** [19] **done**) (**them** [20] **those**) examples quickly, George.

10. You (**done** [21] **did**) them (**good** [22] **well**).

11. (**Don't** [23] **Doesn't**) he see his book (**lying** [24] **laying**) there?

12. While you (**was** [25] **were**) eating your breakfast, the janitor (**rang** [26] **rung**) the school bell.

13. When I had (**ran** [27] **run**) to school, I remembered that I had not (**wrote** [28] **written**) (**any** [29] **no**) letter for the English lesson.

14. Was it (**I** [30] **me**) or was it (**him** [31] **he**) whom you (**seen** [32] **saw**)?

15. The soldier (**sits** [33] **sets**) on his horse very (**good** [34] **well**), (**doesn't** [35] **don't**) he?

Drill in Correct Usage. If the test shows that you need further drill, read the sentences aloud until you can choose the correct words rapidly.

55. Writing Quotations

When you say that somebody said this or that, and give the very words the person used, those words are called a quotation. Thus, in the following sentence, the words *How are you feeling?* are called a quotation:

> John said to me this morning, "How are you feeling?"

Do you see how the quotation is printed? First, it is enclosed in quotation marks (" "). Second, it is

separated from the rest of the sentence by a comma. Third, it begins with a capital letter.

Copying. To make certain that you know exactly how to write quotations, copy the following sentences. A number of pupils may copy on the board.

1. "I am taller than you," said one girl to another.
2. "Come into my parlor," said the spider to the fly.
3. The fly replied politely, "Some other day, thank you."
4. "Where are my books?" shouted Tom.
5. "Here is one," said his mother, "and there is another."

Perhaps you discovered that there is no comma in the fourth sentence above. The quotation is separated from the rest of that sentence by means of the question mark.

The fifth sentence is interesting. In that the quotation is divided into two parts. It is called a **divided quotation.** Each of its two parts is written like a separate quotation, except for one thing. Do you know what that is? The second part of the quotation does not begin with a capital letter.

Copying. Copy as many of the following sentences as the teacher directs. Each one contains a divided quotation. A number of pupils may copy on the board.

1. "Where in the world," shouted Tom, "are my books?"
2. "Spring is here," said Mary, "and soon I shall be starting my garden."

3. "When are you coming," asked her friend, "now or later?"

4. "I think," was the answer, "that I shall not go at all."

5. "When I saw the bear," explained the hunter, "the bear saw me."

6. "Please send me," she wrote, "your name and address."

7. "Thank you," was the answer, "here they are."

8. "Do not put off until tomorrow," says an old proverb, "what you ought to do today."

9. "Yes, indeed," he declared, "your writing is very clear."

10. "George," he whispered, "do you see something moving under that tree?"

56. Learning More about the Comma

Notice the use of the comma in each of the following sentences:

1. He took with him on his trip several books, a camera, a small notebook, and a tin box for specimens.

2. I have read "Little Women," "Little Men," and "Jo's Boys."

In the first sentence there are four things named. They may be placed in a column, thus:

several books
a camera
a small notebook
a tin box for specimens

When these four items are written in a sentence, one after another, — **in a series**, as we say, — they are separated by commas as you see in the first numbered sentence above the list. The same is true of the three items or groups of words in the second sentence.

Copying. Copy sentences 1 and 2 on page 132, paying special attention to the commas. Ask a classmate to help you look your sentences over.

Now notice the use of the comma in these sentences:

1. Yes, I agree with you.
2. No, that will never do.

You can tell at once that these two sentences are answers to questions. Notice the comma after the *yes* and after the *no*.

Copying. Copy the two sentences containing the *yes* and the *no*. Remember the comma in each.

Writing. 1. Write one or more sentences of your own, containing words or groups of words in a series.

2. Write one or more sentences containing *yes* or *no*, as if you were answering a question.

A comma should be used to separate words or groups of words in a series.

A comma should be used to separate *yes* and *no* in answers from the words that follow them in the sentence.

57. Retelling a Story for Practice

The Enchanted Horse

I

There was in ancient times, in the country of the Persians, a mighty king whose custom it was to observe every year a great festival. At this time he would open his palaces, reward the worthy, pardon offenders, and receive the congratulations of his people.

On a certain day during one of these festivals a sage appeared before him with a horse made of ebony and ivory.

The king said to the sage, "What is this thing, and what is its use?"

The owner of the horse replied, "O my lord, the use of the horse is that if any man mount it, it will carry him wherever he desires to go."

Upon this the king's son came forward and begged, "O my father, let me mount the horse and make trial of it." And the king answered, "Try it, my son, as thou desirest."

II

The king's son accordingly mounted the horse and urged it forward, but it would not move.

"O sage," exclaimed he, "what is this? Does this seem to thee a rapid pace?"

"Turn the peg," said the owner of the horse, pointing out a wooden pin that was on its neck. When the prince had turned it, the horse moved and rose with him toward the sky.

Then the king's son was greatly alarmed and bitterly did he repent his desire to make trial of the horse. He examined the steed carefully to find, if possible, another peg which might control its rapid flight, but none was to be seen. At last he discovered two screws, one upon each shoulder of the horse. When he turned one of these, he found to his delight that his upward flight was stopped and he began to descend. As he descended he learned that, by turning the other screw, he could guide his horse whithersoever he desired.

III

Now as he came nearer the earth he discovered countries and cities which he had never seen before, and among them was a beautiful city in the midst of a green valley.

"Here will I spend the night," decided the prince, "and in the morning I will return to my father and tell him of my strange adventure."

Accordingly he began to search for a safe shelter and soon saw in the center of the city a palace rising high in the air and guarded by strong walls.

"This place is attractive," thought he, and dismounted upon the palace roof. Here he waited until he was sure that the inmates were asleep, and then, being both hungry and thirsty, he went down a flight of steps into the building to look for something to eat.

The Arabian Nights

Word Study

Let us study the story before trying to tell it. First, let us study the words. A list is given below, in which each word is numbered according to the line from which it is taken.

Exercise. 1. Find in the story each of the words below, and try to give one or more words that could be used in its place. If you cannot think of suitable words, consult the dictionary.

1	ancient	14	carry	34	delight
2	mighty	14	desires	35	descend
2	custom	19	accordingly	37	guide
3	observe	20	urged	41	beautiful
3	great	22	rapid	43	decided
3	festival	22	pace	44	return
4	palaces	26	rose	45	strange
5	worthy	27	alarmed	45	adventure
5	pardon	28	bitterly	46	search
5	offenders	28	repent	47	shelter
5	receive	29	examined	48	guarded
5	congratulations	29	carefully	49	strong
8	sage	30	control	50	attractive
8	appeared	31	flight	51	dismounted
13	mount	32	discovered	52	inmates

2. Read the first section of the story aloud. When you come to a word you have been studying, use another word in its place.

3. In the same way read the remaining two sections of the story.

Expressing a Thought in More Than One Way

The thought of this sentence from the story can be expressed in several different ways:

> There was in ancient times, in the country of the Persians, a mighty king.

You could say:

> Long ago there lived in Persia a powerful ruler.
> Once upon a time there ruled over Persia a strong monarch.
> In olden times there reigned over Persia a great emperor.

Speaking. Express in one or more different ways the thought of each of the following sentences:

1. It was the king's custom to observe a great festival every year.
2. He would reward the worthy and pardon offenders.
3. He would receive the congratulations of his people.
4. On a certain day a sage appeared before him.
5. "It will carry him wherever he desires to go."
6. The son mounted the horse and urged it forward.
7. The king's son bitterly repented what he had done.
8. He examined the steed carefully.
9. Was there another peg which might control its rapid flight?
10. He found to his delight that he was beginning to descend.
11. He discovered a beautiful city in the midst of a green valley.

12. "In the morning I will return and tell of my strange adventure."

13. He began to search for a safe shelter for the night.

14. "This place is attractive," he thought, as he dismounted upon the palace roof.

15. He waited until he was sure the inmates were asleep.

Dramatization

With two classmates prepare to play the story for the entertainment of the class. The part of the prince is the hardest of the three, because he will have to make up some of the things he must say. He will have to tell what he sees as he rides the horse through the sky. Perhaps the teacher will help in the preparation of the play.

Practice in Speaking

Now you are ready to tell the story for practice, in order to improve your speaking. Remember your principal faults and try to overcome them in this practice exercise. Tell only one of the three parts of the story, but do not stop your practice until you can tell that part well.

°**Special Duty.** 1. When you have finished your work in the preceding exercise, you may have time for something else while some of the other pupils are still practicing. This is to invent for the story an interesting ending with which to entertain the class. What happened to the prince in that strange palace, and how did he manage to return safely to his father?

°2. There is another thing to do, if you have time for it. Find the story in the Arabian Nights, read what actually happened after the prince went down into the strange palace, read how the story ended, and then tell this to the class. As it is a long story, several pupils should read it. Then each one may choose the part that he will tell the class.

127. *Test, Review, and Final Practice:* Pronouncing Correctly

In the Appendix, pages 340–341, are the words that you have been learning during the past few years to pronounce correctly. This year's words are not in that list.

Test. With the class making a note of each of your mistakes, if there are any, pronounce the entire list rapidly and distinctly. Did you make a perfect score? If not, study the words you mispronounced. Do you need to study again the words listed on pages 107–108?

Game. Sides are chosen as for a spelling match. Side A begins the game by reading the list beginning on page 340. Each pupil reads a word, and the reading continues as long as no mistakes in pronunciation are made. When such a mistake is made, side B begins to read. Side B begins where side A stopped. So the game goes on, each side trying to read as many words as possible at each reading. At the end, the side that has read the greater number of words correctly is the winner. (Pages 107–108 may be used also.)

59. *Test, Review, and Final Practice:* Correct Usage

Ever since you entered school some years ago you have been learning the correct use of a number of words. These are contained in the following sentences.

Test. Opposite the numbers 1 to 51 on a sheet of paper write the correct words from the fifty-one parentheses. Correct your list in the usual manner.

1. I never (**saw** [1] **seen**) him do (**anything** [2] **nothing**) that he did not do (**well** [3] **good**).
2. If he ever (**done** [4] **did**) a poor piece of work, no one (**ever** [5] **never**) (**seen** [6] **saw**) it.
3. He (**don't** [7] **doesn't**) do (**that** [8] **those**) sort of thing.
4. Where (**was** [9] **were**) you when the juggler (**did** [10] **done**) the sword trick? Have you never (**saw** [11] **seen**) it?
5. Most jugglers (**don't** [12] **doesn't**) do (**those** [13] **that**) sort of tricks. He (**did** [14] **done**) it (**good** [15] **well**).
6. Of course he (**don't** [16] **doesn't**) (**teach** [17] **learn**) (**no one** [18] **anyone**) else how it is (**done** [19] **did**).
7. Is that (**he** [20] **him**) (**sitting** [21] **setting**) there?
8. (**These** [22] **These here**) flowers are prettier than (**those** [23] **those there**).
9. She has often (**sang** [24] **sung**) that song very (**well** [25] **good**).
10. Where has the girl (**went** [26] **gone**)? What has she (**did** [27] **done**)?

11. She has (**gone** [28] **went**) to the store, she has bought some candy, and she has (**ate** [29] **eaten**) it.

12. Where (**were** [30] **was**) we when she (**come** [31] **came**) back?

13. What they had not (**eaten** [32] **ate**), the hunters (**thrown** [33] **threw**) to the hungry dogs.

14. They had never (**drunk** [34] **drank**) (**any** [35] **no**) fresher water.

15. The dogs had (**run** [36] **ran**) along the trail through (**them** [37] **those**) woods about which I have (**wrote** [38] **written**) you.

16. (**May** [39] **Can**) I see what you have (**written** [40] **wrote**)?

17. The boys' books (**was** [41] **were**) (**laying** [42] **lying**) on the chairs when the school bell (**rang** [43] **rung**).

18. (**Isn't** [44] **Ain't**) that (**he** [45] **him**) (**setting** [46] **sitting**) in the car?

19. (**Those** [47] **Them**) are the kind of berries I have often (**ate** [48] **eaten**).

20. (**Can** [49] **May**) I go with you when you (**teach** [50] **learn**) (**them** [51] **those**) boys that new trick?

Drill in Correct Usage. If your score in the test shows that you need to study these words more, read the sentences above repeatedly, choosing the correct words, and gradually increasing your speed until you can make a satisfactory time record.

60. *Test, Review, and Final Practice:* Spelling Troublesome Words

In the following sentences the words in the parentheses are somewhat difficult to spell. Each of those words is pronounced like another word that has a different spelling, as well as a different meaning. During the last few years you have been studying all those words, and probably you know most of them perfectly. The test will show.

Test. 1. On a sheet of paper rapidly write the correct word from each parenthesis below, together with the number of the parenthesis. Write only the words in section *A*. When you have finished, check your list as the teacher or a pupil spells the words aloud.

2. In the same way test yourself with section *B*; with section *C*; with section *D*.

A

1. An ostrich (**eight** [1] **ate**) a (**piece** [2] **peace**) of (**meet** [3] **meat**) that he found on the (**road** [4] **rode**).

2. (**Are** [5] **Or**) you going any (**farther** [6] **father**) along this (**rode** [7] **road**) on that (**horse** [8] **hoarse**)?

3. (**Wood** [9] **Would**) you (**write** [10] **right**) me (**wear** [11] **where**) his (**son** [12] **sun**) was (**cent** [13] **sent**)?

4. With a (**blue** [14] **blew**) (**flour** [15] **flower**) in her (**hare** [16] **hair**) and a (**red** [17] **read**) (**flower** [18] **flour**) in her hand she (**road** [19] **rode**) down the (**road** [20] **rode**).

5. Will your (**son** [21] **sun**) (**by** [22] **buy**) (**for** [23] **four**) (**pairs** [24] **pears**) (**four** [25] **for**) (**one** [26] **won**) (**sent** [27] **cent**) (**or** [28] **are**) (**to,** [29] **too, two**) apples (**for** [30] **four**) (**to,** [31] **too, two**) cents?

B

6. (**An** [32] **And**) ostrich (**an** [33] **and**) (**an** [34] **and**) oriole (**would** [35] **wood**) hardly ever (**meat** [36] **meet**) on any (**road** [37] **rode**), (**wood** [38] **would**) they?

7. (**None** [39] **Nun**) (**stair** [40] **stare**) at me as I (**sale** [41] **sail**) (**by** [42] **buy**).

8. (**Where** [43] **Wear**) shall I (**right** [44] **write**) you next (**week** [45] **weak**)?

9. Did you (**no** [46] **know**) or (**hear** [47] **here**) that we (**knew** [48] **new**) your correct (**wait** [49] **weight**)?

10. The (**horse** [50] **hoarse**) (**nose** [51] **knows**) that his master (**rode** [52] **road**) (**off** [53] **of**) last (**night** [54] **knight**), but he does not (**no** [55] **know**) (**wear** [56] **where**).

C

11. (**Waste** [57] **Waist**) (**know** [58] **no**) time (**sewing** [59] **sowing**) seeds in that poor garden or (**sowing** [60] **sewing**) patches on that old coat.

12. (**Then** [61] **Than**) (**and** [62] **an**) (**there** [63] **their**) the carrier for rural (**route** [64] **root**) No. 4 decided that he had to (**half** [65] **have**) a fire in his (**grate** [66] **great**).

13. The (**eight** [67] **ate**) (**suns** [68] **sons**) (**cent** [69] **sent**) (**to,** [70] **too, two**) town (**to,** [71] **too, two**) (**by** [72] **buy**) (**their** [73] **there**) (**farther** [74] **father**) a present (**four** [75] **for**) his birthday.

14. (**Wood** [76] **Would**) is better (**then** [77] **than**) iron (**four** [78] **for**) some things.

15. Is it (**right** [79] **write**) that he should (**half** [80] **have**) to (**where** [81] **wear**) the armor of a (**night** [82] **knight**) all (**knight** [83] **night**)?

D

16. The (**hair** [84] **hare**) (**new** [85] **knew**) better (**than** [86] **then**) to eat the (**blew** [87] **blue**) (**flour** [88] **flower**) in the vase on the (**stare** [89] **stair**).

17. The (**nun** [90] **none**) said, "Let (**there** [91] **their**) be (**piece** [92] **peace**)."

18. The (**knight** [93] **night**) was (**to,** [94] **too, two**) (**week** [95] **weak**) and (**to,** [96] **too, two**) (**horse** [97] **hoarse**) to explain (**where** [98] **wear**) they (**wood** [99] **would**) or could find the (**road** [100] **rode**) about which he had (**red** [101] **read**).

19. (**Here** [102] **Hear**), (**write** [103] **right**) in the (**road** [104] **rode**), a (**grate** [105] **great**) (**route** [106] **root**) was in the (**way** [107] **weigh**).

20. (**Waist** [108] **Waste**) (**know** [109] **no**) time when you (**weigh** [110] **way**) yourself, (**four** [111] **for**) I want to (**know** [112] **no**) your exact (**weight** [113] **wait**) this very (**night** [114] **knight**).

Drill in Correct Spelling. 1. If the test showed that you need further drill in the spelling of these troublesome words, read the sentences of section *A* aloud and do two things: (1) select the correct words from the parentheses, and (2) spell those words aloud. That is, read the sentences as the first sentence is given here:

An ostrich ate (*a t e*) a piece (*p i e c e*) of meat (*m e a t*) that he found on the road (*r o a d*).

How rapidly can you read the five sentences of the first section? Does it take you long to decide which is the correct word in each parenthesis? Continue to read the sentences until you can make better time.

2. In the same way read, if necessary, the sentences in section *B*; in section *C*; in section *D*.

3. Perhaps you know most of the troublesome words perfectly, but one or two need further study by you. Find with the help of the Index where these words are explained, and study those lessons again.

Game. Sides are chosen. As many of side A go to the board as can write there. Pupils from side B now read aloud one or more of the test sentences on pages 142–144 while those at the board write them. After all mistakes in spelling have been counted, side B goes to the board and writes from dictation. Again mistakes are counted. At the end, after each side has written on the board several times, the side that has made the smaller number of mistakes in spelling is declared the winner.

61. *Test, Review, and Final Practice:* Letter Writing

Each of the three numbered paragraphs below is a letter. It surely does not look like one, and no one would write a letter in that way. The following are so written in order that you may have practice in putting them into proper letter form and inserting punctuation marks where these belong.

Test. Arrange the first letter below as it should be, and insert punctuation marks:

I

220 Mountain Avenue Portland Oregon May 14 1930 St Nicholas 353 Fourth Ave New York N Y Dear Sir Beginning with the June number please send *St. Nicholas* to me for one year at the address given above I inclose a money order for three dollars Very truly yours Hilda Johnson

II

74 Poplar Street Helena Montana May 21 1930 American Boy 550 Lafayette Boulevard Detroit Mich Dear Sirs I have often heard of your magazine but have never had a sample copy Will you kindly send me one and let me know what the subscription price is Yours truly David Bruce

III

539 Park St Oshkosh Wis May 23 1930 Boys' Life 200 Fifth Ave New York City Dear Sir Please send me several sample copies for our Boy Scout unit Do you make a special subscription rate when half a dozen or more subscriptions are sent to you at one time Very truly yours James O'Conner Boy Scout

Writing. If you made no mistake in rewriting the test letter, you need not rewrite the second; but if your first letter showed that you need further practice, rewrite the second and, if necessary, the third letter also.

62. Reading a Poem Aloud

Reading. Read the following poem aloud, first for practice and your own enjoyment, then to give pleasure to your hearers:

The Throstle

"Summer is coming, summer is coming.
I know it, I know it, I know it.
Light again, leaf again, life again, love again!"
Yes, my wild little poet.

Sing the new year in under the blue.
Last year you sang it as gladly.
"New, new, new, new!" Is it then *so* new
That you should carol so madly?

"Love again, song again, nest again, young again,"
Never a prophet so crazy!
And hardly a daisy as yet, little friend,
See, there is hardly a daisy.

"Here again, here, here, here, happy year!"
O warble unchidden, unbidden!
Summer is coming, is coming, my dear,
And all the winters are hidden.

Alfred Tennyson

63. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (1, 3)
2. Without straining or raising the voice, speak loud enough to be easily heard. (1, 3)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (1, 3)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (1, 9, 17, 45, 58)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

   REVIEWED: *saw, seen,* 4, 14, 59; *did, done,* 4, 14, 59; *came, come,* 4, 14, 59; *went, gone,* 4, 14, 59; *was, were,* 4, 14, 59; *learn, teach,* 4, 14, 59; *may, can,* 4, 14, 59; *isn't, aren't,* 4, 14, 59; *those, them,* 4, 14, 59; *no, not, never,* 4, 14, 59; *lie, lying, lay, lain,* 4, 14, 18, 44, 59. (See also Index.)

   STUDIED AND REVIEWED: *doesn't, don't,* 8, 14, 59; *it is I, he, we, she, they,* 18, 54, 59; *ate, eaten,* 23, 54, 59; *wrote, written,* 23, 54, 59; *ran, run,* 28, 54, 59; *rang, rung,* 28, 54, 59; *sang, sung,* 28, 54, 59; *drank, drunk,* 28, 54, 59; *threw, thrown,* 33, 54, 59; *this, these, that, those,* 41, 44, 59; *good, well,* 47, 54, 59; *sit, sitting, sits, sat,* 50, 54, 59. (See Index.)

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (40, 57)
7. Avoid the use of slang, as well as of worn-out words. (13, 16)
8. Avoid unnecessary words, such as *why, say, listen, well,* when these add nothing to the meaning of the sentence. (29)
9. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (20, 27, 45, 46, 53)

10. Do not say the same thing always in the same words. (40, 46, 57)
11. Know what a sentence is. (19, 21, 37, 51)
12. Make a suitable pause between sentences. (13, 16)
13. Avoid using unnecessary *and's*. (10, 13, 16)
14. Show politeness. (35, 43)
15. Have something worth while to say, something that will inform or entertain the hearer or reader. (2, 3, 31, 38)
16. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (5, 7)
17. Begin the talk, story, report, or letter with a promising sentence. (6, 13, 26, 31, 39)
18. Stick to the subject. Do not wander away to other subjects. (2, 7, 13, 16, 26)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (1, 7, 16, 42)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (1, 7, 42, 57)
21. Telephone distinctly, politely, and without waste of time or words. (35)
22. Have a clean, neat-looking paper. (12, 15, 16, 24, 48)
23. Leave margins around the writing, wide enough to look well. (12, 16, 31, 48)
24. Write plainly. (12, 15, 16, 24, 48)
25. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (22, 32, 36, 49, 60)
26. Indent the first line of every paragraph. (12, 24, 61)
27. Arrange the parts of a letter neatly and correctly on the paper. (12, 15, 31, 48, 52, 61)
28. Write the envelope address above the greeting in a business letter. (48, 52, 61)
29. Address the envelope neatly, plainly, and correctly. (12)

30. Copy or write from dictation a short and suitable paragraph without making mistakes. (12, 61)
31. Know what mistakes to guard against in your speaking and writing. (1, 13, 16, 24, 46, 63)
32. Criticize the speaking of others both clearly and politely, when asked to do so. (7, 13, 16, 30)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (1, 32, 36, 38)
34. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (7, 13, 30, 35, 40, 46)
35. Observe the following rules, given on pages 343-348, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.



GIVING A RADIO PROGRAM

MIDDLE BOOK

PART TWO

64. *Test:* How Well Can You Speak and Write?

A Question-and-Answer Game

It was the first day of school, and the pupils were playing a game. To begin the game each pupil wrote a letter like the following. As you see, it contains a question.

54 Adelbert Road
Cleveland, Ohio
September 12, 1929

Dear Classmate:

I have a question for you. How can I explain to my little brother that the earth is round? He says it looks flat, and so it does. How can I explain?

Yours expectantly,
Oliver Jones

When these letters had been folded and placed in a box or basket, each pupil drew one out. It was fun to see who had written the letter one drew and what

his question was. The next thing was to answer that question. This was not always easy.

The pupil who drew the letter on page 151 spoke as follows after he had had a few minutes to think about his question.

> I have just received a letter asking me this question: How can I explain to my little brother that the earth is round?
>
> This is my answer. Tell your little brother that people have often traveled around the earth. Tell him to imagine a traveler starting from California and going west, always west. What happens? From California he goes to Asia, from Asia his westward journey takes him to Europe, from Europe he travels to New York, and from New York to California. Going steadily west has brought him back to California. He has journeyed around the earth. Therefore, it must be round.

The speaker's classmates listened attentively as he answered the question he had received. When he had finished, they told him what they thought of his answer. Besides, they talked about his way of speaking, praised the good points, and in a polite and friendly spirit told him his faults.

After that other pupils answered their questions. Then the letters were discussed. So each pupil learned

some useful facts about his own speaking and writing. You see, the game was really a test.

Game. Play the game as it is described above. Begin by writing a letter that asks a question.

Tests for Speakers and Writers

As you listen to each speaker, there are many little test questions that flit through your mind. One is: Is he speaking loud enough? Another is: Is he using too many *and's*? There are others equally important. You will find them stated as rules on pages 315–317. There also are given the rules that test a pupil's writing.

Will you write in a notebook the things that you yourself ought particularly to try to do better during the coming school year?

65. Beginning with a Promising Sentence

The beginning sentence of a talk, story, or letter should be a promising sentence. That is, it should promise something interesting to follow. It should make the hearer or reader want to know more about the subject mentioned.

Exercise. Which of the following beginning sentences do you call promising for talks, stories, or letters? Which ones fail to arouse your interest?

1. Slowly the elephant came nearer, his trunk in the air, his gleaming little eyes on the lion.

2. I lifted the board cautiously and under it saw just what I had expected to find there.

3. When I met Fred in the schoolroom, I could not understand his queer smile.

4. When I reached the ticket window, I discovered that I had forgotten my money.

5. I went to the library in the afternoon and took out a book.

6. As I approached the door of my friend's house, a large dog arose from the porch floor and walked toward me.

7. Somehow I expected something to happen as I went to the mail box yesterday morning.

8. What do you think I saw on my way to school one day last week?

9. I have a pretty cat at home whose name is Jill.

10. Sometimes my brother and I go to the country to visit our grandmother and our grandfather.

11. The mail carrier brought me a very pleasant surprise packed in a small paper box.

STUDY

† Have you learned to study? Can you work alone and prepare yourself for a talk? This is something that every speaker and writer must learn to do. Prepare for the speaking to follow by silently reading and answering these questions:

1. What interesting thing has happened to you lately, or to someone you know, about which you would like to tell the class?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See Teachers' Manual.

2. Have you in the last few days done some of the following unusual things about which you would like to tell your classmates?

Going to a party
Making fudge
Starting a stamp collection
Helping a blind man cross a busy street
Making a pair of stilts
Having your hair cut
Trying on a new dress
Beating a good player at tennis
Having a tooth filled
Going to the museum
Losing a library book
Burning your finger
Getting up too late to be on time for the opening of school
Making a bright remark at table at which everybody laughed
Dreaming a comical dream

3. With what interesting sentence will you begin your talk?

Speaking. Tell the class your interesting experience. Do not make a long story of it. A few interesting sentences will do, if they are spoken well and if the first one is a promising sentence.

PRACTICE

Your classmates will listen to your talk both to hear what it is that you did or what happened to you and to see whether your talk begins with a promising sentence. If they say that you might have begun with a better sentence, try to make one.

66. Studying Sentences

Do you know the difference between a sentence and a group of words that is not a sentence?

The following groups of words are not sentences:

1. The pilot of the huge airplane.
2. A pair of pretty red slippers.
3. Had lost his cap.

They are not sentences because they do not finish telling anything. It does not make sense to say "The pilot of the huge airplane," and nothing more. That group of words is unfinished. It does not express a complete thought. Notice that the following groups of words are different from those above. Each of these is finished as it stands. Each tells something, makes sense, expresses a complete thought. Each is a sentence.

1. The pilot of the huge airplane smiled at the crowd.
2. A pair of pretty red slippers stood under Mary's bed.
3. The unfortunate boy had lost his cap.

Exercise. 1. Tell whether each of the following numbered groups of words is a sentence or not:

1. My uncle William.
2. Stood in front of the store window.
3. That little boy from the country.
4. The falling leaves.
5. The falling leaves covered the ground.
6. That little boy from the country studies hard.

7. Was always teasing me.
8. Had never seen a balloon.
9. A number of clean-looking children with books under their arms.
10. A number of clean-looking children went to school.
11. Always talked about beautiful California.
12. Everybody in the room.
13. I saw two playful kittens in the kitchen.
14. Spilled the milk on the tablecloth.
15. Was slowly walking past our house.
16. Several strangers were laughing over the joke.
17. Were arguing with each other.
18. The talkative street-car conductor.
19. Did the talkative conductor collect your fare?
20. A very bright star.

2. Change to sentences those numbered groups above that are not sentences. As you do so, try to make sentences that are interesting.

A sentence is a group of words that expresses a complete thought.

Notice how the following sentences are written. Each begins with a capital letter, but not every one ends with a period.

1. The girls were playing tag.
2. Have you studied your lesson?
3. Who is that man?
4. That man is my uncle.

Writing. Return to the twenty numbered groups of words that you have been studying. Find five that are sentences. Copy these, remembering about the capital letter at the beginning of each and the mark at the end. Several pupils may write on the board.

Correction. The class will look for mistakes in the sentences on the board. After these have been corrected, examine your own sentences and correct your mistakes. Then exchange papers with a classmate and read his sentences while he reads yours, in order that all mistakes may be found.

Every sentence should begin with a capital letter.

A sentence that makes a statement should end with a period.

A sentence that asks a question should end with a question mark.

67. *Test and Review :* Correct Usage

You have been trying for a number of years to get rid of certain errors of speech. The test below will show how well you have succeeded.

Test. As you read the following sentences to yourself, select the correct words. Write them on a sheet of paper on which you have first written the numbers 1 to 33. Opposite your number 1 write the correct word from parenthesis number 1, and so on to the end.

1. I (**saw** [1] **seen**) who (**done** [2] **did**) it. It was (**him** [3] **he**).
2. He (**done** [4] **did**) it (**well** [5] **good**).
3. (**Them** [6] **Those**) are the things she (**doesn't** [7] **don't**) do (**good** [8] **well**).
4. She (**don't** [9] **doesn't**) do (**this** [10] **these**) kind of things (**well** [11] **good**).
5. They (**run** [12] **ran**) and (**rang** [13] **rung**) the bell and (**sung** [14] **sang**) (**those** [15] **them**) old songs.
6. I have never heard (**no** [16] **any**) better singing.
7. Where (**were** [17] **was**) you when we (**drank** [18] **drunk**) at the spring?
8. I have (**wrote** [19] **written**) you what we (**did** [20] **done**).
9. Where have you (**went** [21] **gone**)? Where have you (**thrown** [22] **threw**) the ball?
10. Have you never (**ate** [23] **eaten**) (**any** [24] **no**) pie like this?
11. He (**came** [25] **come**) and (**learned** [26] **taught**) me the trick.
12. (**May** [27] **Can**) I (**teach** [28] **learn**) you how to do it?
13. (**Isn't** [29] **Ain't**) that your brother (**setting** [30] **sitting**) there?
14. What is that (**laying** [31] **lying**) near him?
15. That (**ain't** [32] **isn't**) (**nothing** [33] **anything**).

Correction. As the teacher reads the correct words for the sentences on page 159, make a cross opposite each word on your list that is incorrect. How many mistakes did you make? Keep this sheet of paper. You will need to refer to it later.

If you made no mistakes in the test, the following drill is not for you. Instead, begin your work on "The Surprise Box" project explained on page 161.

Drill in Correct Usage. 1. Read the fifteen sentences of the test aloud, selecting the correct words as you read. How rapidly can you do it? Perhaps the teacher will time your reading. Every mistake counts against your time, and indistinct reading is not allowed.

A Contest

2. Let the class be divided into a number of teams. Pupils who made good records in the test or whose time in the drill was fast may be the leaders of the teams. They will train their team mates for the contest. In schools having only two or three pupils in the class, each pupil will have to be a team in himself, and the contest will show which of the pupils can make the best record.

Each pupil's paper in the test shows what the words are that he needs to study. He should turn to the pages in this book where those words are explained. The team leader or the teacher will show how the Index helps one to find those pages.

When the day for the contest has come, each team

in turn will go before the class and read the fifteen drill sentences you have been studying. Each pupil will read one sentence each time his turn comes.

°*The Surprise Box (1)*

Pupils who do not need the drills above may spend their time on "The Surprise Box" or "The Bulletin Board," whichever you may wish to call it. The name may be changed from time to time.

A box is placed in some convenient position in the room to hold the interesting items which pupils drop into it. An amusing poem or riddle, a joke, a bit of news, an offer to trade, a short account of a personal experience, — anything and everything that might entertain the class, — may be neatly written on a sheet of paper, signed by the writer, and placed in the box. Once a week or so the box will be opened by a committee and the best items selected to be pinned or pasted on a chart or board. This will be fastened to the wall of the room where it can be read easily.

Perhaps, to begin the fun, those pupils who do not need the correct-usage drills may hold a meeting to decide the following questions:

1. Where can you obtain or how can you make a suitable box?
2. How do you intend to decorate it?
3. Which pupils are to be chosen for the first committee?
4. When is the box to be opened the first time?

° The sign **o** means optional. See explanation in Teachers' Manual.



THE SURPRISE BOX

68. Vocal Drill

Reading. As you read the following selection to the class, remember these four things:

1. To speak loud enough,
2. To speak distinctly,
3. To speak in a pleasant tone of voice, and
4. To stand erect.

A Talk to School Children

Boys and girls, this is my lesson to you today: you cannot be as good as your fathers unless you are better. You have your fathers' example, — the opportunities and advantages they have accumulated, — and to be only as good is not enough. You must be better. You must copy only the spirit of your fathers, and not their imperfections.

There was an old Boston merchant years ago who wanted a set of China made in Peking. You know that Boston men sixty years ago looked at both sides of a cent before they spent it, and if they earned twelve cents they would save eleven. He could not spare a good plate, so he sent a cracked one, and when he received the set there was a crack in every piece. The Chinese had imitated the pattern exactly.

Now, boys and girls, do not imitate us exactly. Be better than we are, or there will be a great many cracks.

— Wendell Phillips

Class Conversation. After each reading the class will discuss it. Did the reader stand straight? Did he speak loud enough? Did he mumble his words? Was his voice pleasant? If there is time to do it, each pupil ought to read the selection again after he has learned what his faults are. Perhaps the teacher will give him some exercises (see Appendix) which will help him to overcome these faults.

69. *Test and Review:* Pronouncing Correctly

During the last two or three years you have been learning to pronounce correctly a number of words that are often mispronounced. These words are given in the Appendix, pages 340–341. The question is, Can you pronounce them correctly now?

Preliminary Test. If there is time to do it, pronounce all the words in the list. If not, pronounce a certain section of the list. Your score may be written on the board after your name.

Game. Let the class be divided into a number of teams. Where classes are small there may be no more than two pupils in each team. Let these teams go into training for the game by reading and rereading the words in the list. How is the game played? Each team tries to read the list without mispronouncing a single word. Each pupil reads one word every time his turn comes. The team goes on reading until someone makes a mistake. The score is the number of words read.

Final Test. Now test yourself again as you did before you went into training for the game. Your score for that first test is on the board.

°*The Bulletin Board (2)*

Pupils whose score in the preliminary test was perfect do not need to go into training for the game. They may serve as team leaders, as score keepers during the game, or as judges. Or they may write something for the Bulletin Board. Is that board ready for contributions? Has the box been finished? Has the committee been chosen that will arrange the items neatly on the chart? Have you thought of something entertaining to write as a surprise for the class?

70. Retelling a Story for Practice

Oliver Discovers Old Fagin with Strange Treasure

It was late next morning when Oliver awoke from a sound, long sleep. Only half awake, he looked sleepily about in the old room, whose walls and ceiling were perfectly black with age and dirt. There was no other person present but Old Fagin, who was boiling some coffee in a saucepan for breakfast, and whistling softly to himself as he stirred it round and round with an iron spoon. He would stop every now and then

° The sign **o** means optional. See explanation in Teachers' Manual.

to listen when there was the least noise below; and when he had satisfied himself, he would go on whistling and stirring again, as before.

Although Oliver had roused himself from sleep, he was not thoroughly awake. He was in a drowsy state between sleeping and waking. He saw Fagin with half-closed eyes, heard his low whistling, recognized the sound of the spoon against the saucepan's sides, and yet was far away in dream-land at the same time.

When the coffee was done, Fagin drew the saucepan to one side. Then he turned round and looked at Oliver and called him softly by name. As the latter did not answer and was to all appearances fast asleep, Fagin stepped gently to the door, which he fastened. He then drew forth, as it seemed to Oliver, from some trap in the floor, a small box, which he placed carefully on the table. His eyes glistened as he raised the lid and looked in. Dragging an old chair to the table, he sat down and took from the box a magnificent gold watch, sparkling with jewels. He gazed at it awhile, grinning, and talking to himself, and then once more deposited it in its place of safety. At least half a dozen more were severally drawn forth from the same box and surveyed with equal pleasure, besides rings, brooches, bracelets, and other articles of jewelry, of such rich materials and costly workmanship that Oliver had no idea even of their names.

Suddenly he turned round and his bright dark eyes fell on Oliver's face. He saw the boy's eyes

fixed on his in mute curiosity, and although the recognition was only for an instant, it was enough to show the old man that he had been observed. He closed the lid of the box with a loud crash. Laying his hand on the bread knife which lay on the table, he started furiously up.

"What do you watch me for?" he cried, trembling very much. "Why are you awake? What have you seen?"

"I wasn't able to sleep any longer, sir," replied Oliver meekly. "I am very sorry if I have disturbed you, sir."

"You were not awake half an hour ago?" demanded Fagin, scowling fiercely.

"No! No, indeed!" replied Oliver.

"Are you sure?" cried Fagin, with a still fiercer look than before and a threatening attitude.

"Upon my word, sir, I was not," answered Oliver earnestly. "I was not, indeed, sir."

"Tush, tush, my boy!" said Fagin, abruptly changing his manner, and playing with the knife a little before laying it down, as if to make Oliver believe that he had caught it up in mere sport. "Of course I knew that, my boy. I only tried to frighten you. You're a brave boy. Ha-ha! You're a brave boy, Oliver!" He rubbed his hands with a chuckle, but glanced uneasily at the box, notwithstanding.

"Did you see any of these pretty things?" he asked after a short pause, laying his hand upon the box.

"Yes, sir," replied Oliver.

"Ah!" said Fagin, turning rather pale. "They — they're mine, Oliver; they're my little property — all I have to live on in my old age. The folks call me a miser, only a miser — that's all."

Oliver thought the old gentleman must be a decided miser to live in such a dirty place, with so many watches, but he said nothing except to ask if he might get up.

"Certainly, certainly," replied the old man. "There's a pitcher of water in the corner by the door. Bring it here, and I'll give you a basin to wash in, my boy."

Oliver got up, walked across the room, and stooped for an instant to raise the pitcher. When he turned his head, the box was gone.

CHARLES DICKENS, "Oliver Twist" (*Adapted*)

Making an Outline of the Story

Class Conversation. 1. What does the first paragraph of the story tell about? Can you say it in one sentence? Does the following sentence tell it clearly?

> When Oliver awoke in the dirty old room next morning, he noticed sleepily that Fagin was there, boiling some coffee in a saucepan.

2. What does the second paragraph add to the first? Can you give it in a sentence?

3. What is the third paragraph about? If you can tell it in a clear sentence, the teacher will write that sentence on the board.

4. Reading lines 40 to 60, what sentence can you give for this exciting part of the story?

5. What is the rest of the story, from line 61 to the end? Can you tell this in a sentence? The best sentence may be written on the board with the others.

You now have five sentences on the board, one for each part of the story. Together, these five sentences give you an outline of the story. That outline will help you to tell the happenings in the right order.

Word Study

Class Conversation. Do you see any word in the first two or three lines of the story that you do not quite understand? Can you give other words that could be used in place of *sound*? What words could be used in place of *present*, in line 5? In this way go through the entire story. Let the dictionary help you.

Expressing a Thought in More than One Way

It will help you to tell the story well if you practice giving the thought of some of the sentences in several different ways.

The thought of the sentence "There was no other person present but Old Fagin" may be expressed in several different ways, among which are the following:

1. Old Fagin was the only other person in the room.
2. No one but Old Fagin and Oliver was in the room.
3. Except Old Fagin there was nobody else there.
4. Oliver and Old Fagin were alone in the room.

Speaking. 1. Express the thought of each of these sentences in several different ways. In each case the class will say which way is the best.

1. He satisfied himself that all was safe.
2. Oliver was not thoroughly awake.
3. He recognized the sound of the spoon against the saucepan.

2. In the same way express in several different ways the thought of other sentences from the story. The class will decide which is the best.

Speaking. Now you are ready to tell the story. As you do so, remember why you are telling it. Since your classmates know it as well as you do, they will be interested mainly in your way of speaking. They will be thinking, "Is he telling things in the right order? Is he forgetting something important? Is he using the best words? Is he speaking loud enough? Is he using too many *and's*?" Tell one or more of the five parts of the story. *It will be better to tell only one part well than the whole story poorly.*

PRACTICE

Your classmates will praise what you have done well. That will be pleasant. In order to help you improve your speaking, they will point out what you might have done better. Think this over. Then tell the story (or a part of it) again, and this time try to do the things, or at least one of them, that your classmates have advised you to do.

71. Telling about Something You Have Seen or Done

The pupils were telling about things they had seen or done.

Charles shuffled to the front of the room with a scowl on his face and — if mumbling can be called speaking — spoke as follows, standing on one leg and holding onto a chair:

> While I was camping last summer I learned that it is a risky thing to sit with your back against a stone fence. I used to do it when I read a book after lunch while all was quiet in the camp. One day I heard something rustle behind me. As it sounded like a piece of paper moved to and fro by the wind, I paid no attention to it at first, but it kept on rustling. I looked around. Then I made the champion jump in the world. There, not five feet away from where I had been reading, I saw a huge black snake gliding smoothly over the loose stones of the fence. I have since been told that black snakes like old stone fences. So I don't — any more.

It was a pleasure to listen to Amy's talk, for she stood straight, she spoke loud enough for everyone in the room to hear her, she pronounced each word distinctly, and her voice was pleasant. She said:

Never turn a turtle upside down unless you are sure that there is no ink in it. I wish I had followed this rule when I was visiting my cousin on her birthday. She had received a very pretty desk with a red cloth top. On it stood a turtle made of metal, looking almost like a real turtle. I picked it up. I turned it over to look at the under side. Then, too late, I learned it was an inkwell. Now my cousin's desk top is partly red and partly black, to remind her of me.

The classmates of the two speakers enjoyed both these talks, but they liked Amy's better. They said that one talk was as good as the other but that Charles had spoiled his by not standing straight, speaking distinctly, or looking pleasant. Both talks were praised for their beginning and ending sentences. Both speakers were praised for sticking to the point. Neither speaker used incorrect English, but Charles pronounced *champion* as if it were spelled *champeen.*

STUDY

In preparation for your own talk to the class, silently read and answer the questions and follow the directions given below:

1. Do you see that both children spoke about something that had happened to them? Interesting little things are happening to all of us.

2. Perhaps something has happened to you this very day or yesterday about which you would like to talk? Did you break a shoe lace while hurrying to get ready for school? Were you scolded for forgetting to brush your teeth? Did you see a brightly colored insect on your way to school?

3. Whose talk begins with the more promising sentence — Charles's or Amy's? Whose ending sentence do you like better? What is the ending or closing sentence in the story of Old Fagin and Oliver?

4. When you make the beginning sentence for your talk, what must you try to do?

5. Make a closing sentence for your story.

6. Remember not to talk about too big a subject. Subjects like "My Summer Vacation" or "Things I Do Saturdays" are too big for a short talk. Instead, talk about some one little thing.

Speaking. When your turn comes, tell the class about something that you have seen or done.

PRACTICE

It will be pleasant to hear your classmates praising the good things in your talk. Perhaps you had a very interesting beginning sentence. Perhaps your closing sentence made them laugh. Perhaps, on the other hand, you did not speak either loud or distinctly enough. Whatever it was that you did not do well, plan to do that well when you speak again. If there is time, tell your story several times. It is only by trying again and again that we improve our speaking.

Project. It would be fun to make a book of these experiences. If each pupil should write his story, these could be placed together in one cover. What title will you write or print on this? Does one of the following please you?

True Stories

Happenings of Many Kinds

The Sixth-Grader's Storybook

72. Choosing a Subject for a Talk

Sometimes pupils make the mistake of choosing too large a subject for their talks. Some of the subjects are large enough for a whole book. It is probably true as a rule that the smaller the subject, the more interesting the talk.

It is easy to see that "Books I Have Read" is not so promising a subject for a talk as "One Book that I Have Read Twice." For the same reason "Our School" is not so good a subject as "Our Schoolroom." It would be better still to talk about such smaller and more definite subjects as these:

The Clock in Our Schoolroom

The Damp Smell in Our Cloakroom on a Rainy Day

The Story of an Ink Spot on Our Schoolroom Floor

What I Like Best about Our Schoolroom

Exercise. 1. Which of the following subjects seem to you to promise interesting talks? In your opinion which are the best two or three subjects in the list?

1. Books
2. My Favorite Book
3. The Most Exciting Page in My Favorite Book
4. A Rainy Day
5. How I Kept Dry on a Rainy Day
6. A Rainy Day that Did Not Spoil a Picnic
7. Shoes
8. A Shoe that Pinched
9. Thanksgiving Day
10. Losing a Tooth on Thanksgiving Day
11. Going to School
12. My First Day at School
13. The First Word I Learned to Read
14. A Boy Who Will Never Tease Me Again
15. Teasing
16. Clothes
17. Wearing a New Suit to School
18. The Boy Who Would Not Get His Hair Cut
19. Rabbits
20. Can You Tell Rabbit Fur from Cat Fur?
21. Dogs

2. Look again at those subjects in the list that are unsatisfactory because they are too large. Can you improve any by making them narrower, smaller, more definite?

3. What was the subject of your talk to the class the other day? Can you improve it now?

STUDY

Are you learning to study and to prepare yourself for a talk? Silently read and answer the questions below and follow the directions:

1. Think of something about which you would like to talk.

2. Can you make your subject any narrower? Make it just as narrow and definite as you can.

3. Write your subject on a piece of paper. Do you remember how the first word and every important word in a title should begin?

Writing. Copy your subject on the board where the class may read it in order to decide whether it is a suitable and promising subject for a talk.

73. The Subject of a Sentence

Every sentence consists of two main parts. You cannot have a sentence unless you have both. Thus, the words *the frightened horse* do not make a sentence, and the words *almost ran away with George* do not make a sentence. Each group is only one of the two parts of the sentence

The frightened horse | almost ran away with George.

Every sentence can be separated into its two main parts. One of these tells what the sentence is about. Thus the sentence below is about birds.

Birds | sing.

The following sentence is about the boys:

The boys | laughed.

Exercise. Tell what each of the following sentences is about:

1. Brother studies.
2. Sister sews.
3. John is studying.
4. Mary is sewing.
5. Airplanes hum.
6. Insects buzz.
7. Leaves fall.
8. The school bell is ringing.
9. Children run.
10. Children run fast.
11. Dogs bark.
12. My dog barks.
13. Several dogs are barking.
14. That dog is barking again.

The part of a sentence that tells what the sentence is about is called the **subject** of the sentence. Thus, the word *Brother* is the subject of the sentence *Brother studies.* The word *Brother* tells what the sentence is about.

Exercise. Give the subject of each of the following sentences:

1. Babies cry.
2. Lions roar.
3. Boys tease.
4. Horses gallop.
5. Hens cackle.
6. Cats purr.
7. Eagles scream.
8. All babies cry.
9. Hungry lions roar.
10. Naughty boys tease.
11. Saddle horses gallop.
12. My friend called.
13. My good friend called.
14. My old friend called today.

The subject of a sentence may be only one word or it may be many words. In each of the following sentences the subject is underscored:

1. John laughed.
2. My old friend John laughed.
3. Every man, woman, and child in the room laughed.

Exercise. Point out the subject of each of these sentences:

1. Airplanes hummed.
2. Many huge airplanes hummed.
3. The famous airplane landed safely.
4. A balloon fell.
5. A burning balloon fell.
6. A burning balloon fell near us.
7. The giant balloon exploded.
8. The soldiers quarreled.
9. Several angry soldiers quarreled.
10. Several angry French soldiers quarreled.
11. Pupils study.
12. Some pupils study.
13. Some pupils study hard.
14. Most sensible pupils study.
15. All the pupils in that excellent school study.
16. Several expensive marbles were lost.
17. Those boys on the motor cycle were laughing.
18. Every boy and girl in the room applauded.
19. They shouted.
20. Everybody shouted.

The subject of a sentence is that part of it which tells what the sentence is about.

74. Telling the Story of a Picture

Surely something is going on in that street. Those children in the picture on page 180 are all eyes. What can it be?

STUDY

As you study the picture and prepare yourself to tell its story, let the following questions help you. Read and answer them silently.

1. What names will you give those four children? Are they brothers and sisters or only friends?

2. Where are the father and the mother? If the mother were there, would she let that little girl sit on the window sill?

3. Perhaps the father and mother are coming home, and the children are waiting for them. What, perhaps, will they bring with them?

4. Is there an organ grinder in the street below or some kind of parade going by?

5. What if the monkey should climb to the window or the elephant should reach up and lift the little girl off the window sill?

6. When you have decided on your story, with what sentence will you begin it?

Speaking. Tell the story you have made up for the picture. Your classmates will wonder what it is, particularly if your beginning sentence arouses their curiosity. Perhaps you will tell it as if you were one of the children in the open window. If so, what promising beginning sentence can you make for your story?


Kaynell Draper

PRACTICE

Do you remember writing earlier in the year a list of the things you ought to do when speaking? It is part of the Summary, pages 315–317. To which items in that list will you give special attention during the present story-telling? Perhaps these should be copied on the board. Then the class cannot forget what to listen for as you speak.

Inventing a Title for Your Story and the Picture

Class Conversation. What title will you give your story? The same title should fit the picture. The class will tell you what they think of it. Other pupils will give their titles. The best ones may be written on the board. The class will decide which is the very best.

75. Learning to Speak without Using Too Many *and*'s

One of the most common faults seen in story-telling and in all speaking is the use of unnecessary *and*'s. How shall we overcome this fault? One way is to practice speaking without unnecessary *and*'s.

Using Short, Crisp Sentences

Exercise. Change each of the following sentences to two sentences. Do this by omitting the unnecessary *and*, by dropping the voice at the end of your first sentence, and by making a short but clear-cut pause

before beginning your second sentence. Thus, you may change the eighth sentence below to these two:

The coffee was done. Fagin took it off the fire.

1. It was late next morning and Oliver awoke from a long sleep.

2. Old Fagin was there and he was boiling some coffee.

3. He boiled the coffee and he whistled softly to himself.

4. He stirred it round and round and every now and then he stopped to listen.

5. He satisfied himself that all was well and he went on whistling.

6. Oliver had just roused himself from sleep and he was still in a drowsy state.

7. He saw Fagin with half-closed eyes and he was in dreamland at the same time.

8. The coffee was done and Fagin took it off the fire.

9. He called Oliver by name and Oliver did not answer.

10. Fagin stepped gently to the door and he fastened it.

11. He drew forth a box from a trap in the floor and he placed it carefully on the table before him.

12. He raised the lid and looked in and his eyes glistened.

13. He had dragged an old chair to the table and he sat down in it.

14. He took from the box a magnificent gold watch and it sparkled with jewels.

15. He gazed at it for a time and he grinned and talked to himself.

16. He deposited it in its place of safety and he drew out several others like it.

17. His bright dark eyes fell on Oliver's face and he saw at once that the boy was looking at him.

18. The old man saw that he had been observed and he closed the box with a loud crash.

19. Fagin had scowled very fiercely at Oliver and he now abruptly changed his manner.

20. He rubbed his hands with a chuckle and he glanced uneasily at the box.

21. Oliver thought the old man must be a miser and he said nothing.

22. Oliver asked if he might get up and the old man replied, "Certainly, certainly."

23. Oliver walked across the room and he stooped for an instant to pick up the pitcher.

24. He turned around with the pitcher and the box was gone.

25. Do you know who Old Fagin was and how did he happen to have those watches and that jewelry?

26. What was Oliver doing in this strange room and was Fagin a good or a bad man?

Drill. Read the sentences rapidly, omitting each unnecessary *and*, dropping the voice at the end of each short sentence, and making a clear-cut pause before beginning the next sentence. Read rapidly but distinctly. How could you make a game of this drill?

76. Correct Usage: *set* and *sit*

The words *set* and *sit* do not have the same meaning. *Sit* means "have a seat," as in the sentence

She *sits* on the porch.

Set, on the other hand, means "place" or "put," as in the sentence

He *set* the box on the porch.

It is incorrect to use *set* as if it meant *sit*. It is incorrect to say "There he *sets*" when your meaning is "There he *sits*."

Notice the following correct uses of *set* and *sit*:

1. She is *sitting* by the window. (NOT *setting*)
2. See how well he *sits* on his horse. (NOT *sets*)
3. He *sat* in the armchair all morning. (NOT *set*)
4. Please *sit* near the table. (NOT *set*)
5. Please *set* your umbrella in the corner.
6. He *set* his boots in the closet.
7. He *set* his basket on the floor and *sat* on the bench.

Test. On a sheet of paper write the numbers 1 to 29. After these write the correct words — that is, *set*, *sets*, *setting*, or *sit*, *sits*, *sat*, *sitting* — for the blanks in the drill sentences below. Check your list in the usual way.

1. There she __[1]__ by the open window.
2. Who is that __[2]__ in the other chair?
3. Come in, __[3]__ your umbrella behind the door, and __[4]__ in this easy chair.

4. The old man always _[5]_ in that chair.
5. Where did you _[6]_ the box that came today?
6. John is _[7]_ the box on the shelf.
7. They _[8]_ up all night waiting for the news.
8. _[9]_ the candlestick on the dresser.
9. "Somebody has _[10]_ in my chair," cried a tiny voice.
10. Who _[11]_ that jar on the table? Why not _[12]_ it there?
11. _[13]_ in the shade, he watched the people _[14]_ in their cars.
12. "Still _[15]_ the school-house by the road."

WHITTIER

13. Do not _[16]_ too long in the sun.
14. They _[17]_ the pole near the street corner.
15. I can see it from where I am _[18]_.
16. He _[19]_ down at his desk and _[20]_ the ink bottle before him.
17. I saw him _[21]_ there while the other men were _[22]_ under the tree.
18. _[23]_ your chair in the corner and _[24]_ in it.
19. Do you see your brother _[25]_ over there?
20. First he _[26]_ a chair on the lawn. Then he _[27]_ in it.
21. _[28]_ near me, or _[29]_ on that bench.

Drill in Correct Usage. Read the twenty-one sentences above, filling the blanks as you read. As you grow surer of the correct use of *set* and *sit*, read faster, but always distinctly. Perhaps the teacher will time each pupil.

°*Our Newspaper (3)*

Those who made no mistakes in the test do not need the drill above. Instead, they may write something interesting for the class newspaper. This is only another name for the surprise box, about which you know.

77. Letter Writing

Why do you suppose Harold Brown wrote the following letter to Mr. Kellogg?

Hawthorne School
Madison, Wisconsin
November 4, 1930

Dear Mr. Kellogg:

Next Friday afternoon the pupils of Miss Smith's room will give an entertainment to which you and Mrs. Kellogg are invited. It will be called "The Story Hour." Your son Tom will be one of the story-tellers. The fun will begin at two o'clock.

Yours respectfully,
Harold Brown

This letter reached Mr. Kellogg by mail, and he read it with surprise and interest. He read it more than once and showed it to Mrs. Kellogg that evening. She said: "I had no idea that Brown boy could write so neat a letter. See, there is not a mistake in it, nor a finger mark on it. I wonder whether our Tom can do as well?" She looked at the address on the envelope, but there was no mistake in that either. It was carefully written as follows:

Mr. Charles D. Kellogg
1453 Harvester Building
Madison
Wisconsin

In Harold Brown's school each pupil had written his father's name and address on a slip of paper. These slips were placed in a box or basket and thoroughly mixed. Then each pupil drew out one. This gave him the name and address of the person to whom to send an invitation to come to "The Story Hour."

Writing. Write your invitation to the person whose name you draw from the box or basket. Write the address on the envelope. Make your invitation and addressed envelope look like those above.

Correction. What are the things that make a letter correct? Do you remember the list you used several weeks ago? You will find rules for letter writing on pages 315–317. Besides, you have the letter on page 186. Have it before you as you read your letter over for mistakes. If necessary, copy your letter.

The Story Hour

Project. What sort of story hour will you plan? Who are to be the speakers? What stories might they tell? Could you give also a number of songs and poems? Would it be a good plan to have someone read the class newspaper, or bulletin board, aloud?

78. The Predicate of a Sentence

You have learned that one of the two main parts of every sentence is called the subject. The subject is that part which tells what the sentence is about. What does the other part do? That is the question which we shall now answer.

Look at the sentence

Birds | sing.

The subject is *Birds*, because the sentence is about birds. The other part of the sentence is *sing*. This tells something about the subject. The word *sing* tells something about the subject *Birds*; the word *sing* tells something that the subject does.

Exercise. Point out the subject of each of the following sentences. Then tell what is said about the subject. Thus, the subject of the first sentence is *Dogs*. The other part of the sentence tells something about *Dogs*. It says that dogs *bark*.

1. Dogs bark.
2. Children giggle.
3. Pupils study.
4. Lions roar.
5. Horses neigh.
6. The stranger nodded.
7. My friend laughed.
8. The driver scowled.
9. The car skidded.
10. The skater tumbled.
11. The lawyer objected.
12. Several birds flew.
13. Some friends were visiting at our house.
14. The strange little ship steamed on.

What name shall we give to this part of the sentence that tells something about the subject? It is called the **predicate**. Thus, the predicate of the last sentence above is *steamed on*. The predicate of sentence 8 is *scowled*.

The predicate of a sentence may be only one word or several words. Notice that the following sentences all have the same subject, *Squirrels*. Notice the different things that are said about that subject.

1. Squirrels *chatter*.
2. Squirrels *gather nuts*.
3. Squirrels *are pretty animals*.
4. Squirrels *are hunted for their fur*.

In the first sentence we have a predicate of one word, *chatter*. In the last the predicate consists of five words.

Exercise. Point out the predicate of each of the following sentences. First, tell what the subject is. Then tell what is said about that subject; that is, tell what the predicate is.

1. Mary smiled.
2. Mary smiled at the baby.
3. The old horse neighed.
4. Every pupil looked up.
5. Every pupil looked up at the visitor.
6. The visitor bowed.
7. The visitor chatted with the teacher.
8. The visitor talked with some of the children.
9. The visitor looked at the pupils' work.
10. Many people were walking on the beach.
11. Some people can swim.
12. A mountain goat looked down from a high rock.
13. The hunters aimed.
14. The hunters aimed at the goat on the rock.
15. The hunters crawled through the bushes.
16. A pretty bird with red wings flew by.
17. John laughed.
18. John laughed at the clown.
19. John laughed at the clown's funny tricks.
20. John and James sat together.
21. The girls were working in the house.
22. They were singing at their work.

The predicate of a sentence is that part of it which tells what is said about the subject.

79. Reading a Poem Aloud

Some time ago thousands of children in the sixth grade voted for the poems they liked best. The following poem received the largest number of votes. Perhaps one reason is that it is a poem about courage.

Listen as the teacher reads it to you.

Somebody's Mother

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day;

The street was wet with a recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng

Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way,

Nor offered a helping hand to her —
So meek, so timid, afraid to stir

Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop —
The gayest laddie of all the group;

He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,

He guided the trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,

"If ever she's poor and old and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night and the prayer she said

Was, "God, be kind to the noble boy,
Who is somebody's son and pride and joy!"

Author Unknown

Reading. 1. Read the first stanza of the poem. This is only two lines. How well can you read them?

PRACTICE

There is no use in beginning to read the second stanza until you have read the first one well. The class will tell you whether you have read loud and distinctly enough. Perhaps your reading did not bring out the meaning. Perhaps you failed in some other way. Whatever your fault, read the stanza again and again until you can read it as it should be read.

2. In the same way practice reading the other stanzas. At last you will be ready to read the entire poem aloud, to give pleasure to others — to your parents at home or to the pupils of another schoolroom.

80. Retelling a Story for Practice

You have probably read or heard about Robinson Crusoe. He was shipwrecked on a lonely island. The next day he swam back to the wrecked ship and built a raft on which he carried many useful things to shore.

As time went on, he made himself quite comfortable on that lonely island. He had it all to himself, for there were no other human beings on it and no dangerous animals. Around a cave in which he lived he built a high fence of dense trees. This safe retreat he called his castle. Here he spent many years, with only a dog, a cat or two, several goats, and a parrot for

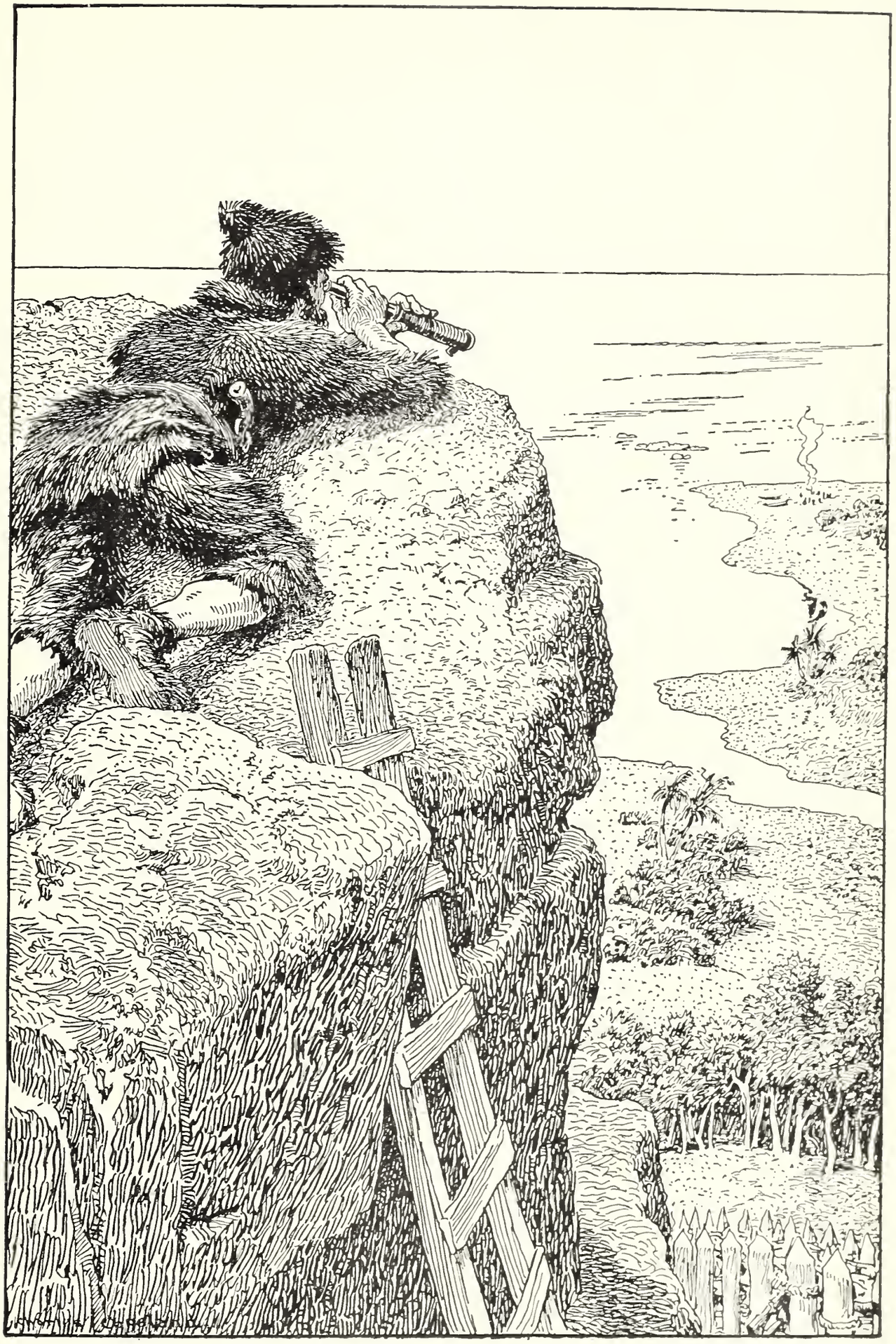
companions. Nothing interrupted his quiet life. He was beginning to think that it would always be so. Then, one day, something happened.

Read the story to yourself as Robinson Crusoe tells it in his old-fashioned English.

Robinson Crusoe Makes a Friend

I was now in my twenty-third year of residence in this island, when, going out pretty early one morning, even before it was thorough daylight, I was surprised with seeing a light of some fire on the shore, at a distance from me of about two miles. I was indeed greatly surprised at the sight, and stopped short within my fence, not daring to go out. I prepared myself within my castle, putting myself in a posture of defense. I loaded all my muskets and all my pistols, and resolved to defend myself to the last gasp. I waited about two hours and began to be impatient for intelligence abroad, and after a while I was not able to bear sitting in ignorance any longer. So, setting up my ladder to the side of the hill in which was my cave, I mounted to the top. Pulling out my glass, which I had taken on purpose, I lay flat on the ground and began to look for the place.

I presently found a band of savages very busy around a fire they had made, not to warm them, for they had no need of that, the weather being extremely hot, but, as I supposed, to eat some of the human flesh which they were preparing



ROBINSON WATCHES THE CANNIBALS

to roast for their feast. While I was thus looking on, I perceived through my glass two miserable wretches dragged from boats on the shore, where it seems they were laid by and were now brought out for slaughter. I perceived one of them immediately fell, being knocked down, I suppose with a club or wooden sword, and two or three others were at work immediately, cutting him up for their cookery, while the other victim was left standing by himself, till they should be ready for him. In that very moment, this poor wretch seeing himself a little at liberty, darted away from them and ran with incredible swiftness along the sands directly towards me, I mean towards that part of the coast where my castle was.

I was dreadfully frightened when I perceived him to run my way, and especially when, as I thought, I saw him pursued by the whole band. I expected him to take shelter in my castle and that the other savages would pursue him thither. However, I kept my position, and my spirits began to recover when I found that there were not above three men that followed him, and still more was I encouraged when I saw that he gained ground on them and, if he could hold out for half an hour, would fairly get away from them all. There was between them and my castle the creek which I mentioned in the first part of my story, when I landed my cargo out of the ship, and this creek I saw he must necessarily swim over, or the poor wretch would

be taken there. But when he reached it, he made nothing of it, but plunging in swam through in about thirty strokes, landed, and ran on with exceeding strength and swiftness. When the three persons came to the creek, I found that only two of them could swim.

It came now very warmly upon my thoughts that now was my time to save this poor creature's life. I immediately ran down the ladders, fetched my two guns, and getting out of my castle I made a short cut toward the sea, placing myself in the way between the pursuers and the pursued. I slowly advanced toward the two pursuers. Then, rushing at once upon the foremost, I knocked him down with the stock of my piece. I was loath to fire because I would not have the rest hear, though at that distance it would not have been easily heard. Having knocked this fellow down, I advanced apace towards the other who pursued, but as I came nearer I saw he had a bow and arrow and was fitting it to shoot at me. So I was then necessitated to shoot at him first, which I did, and killed him at the first shot.

When the poor savage who fled saw both his enemies fallen and killed, he was so frightened with the fire and noise of my piece that he stood stock still and neither came forward nor went backward. I called to him and made signs to him to come forward, which he easily understood and came a little way, then stopped again, and then a little further, and stopped again, and

I could then perceive that he was trembling. I beckoned him again to come to me. I smiled to him and looked pleasant and beckoned to him to come still nearer. At length he came close to me and kneeling down kissed the ground and taking me by the foot set my foot upon his head in token of swearing to be my slave forever. I took him up and made much of him and encouraged him all I could.

DANIEL DEFOE, "Robinson Crusoe"

Making an Outline

Class Conversation. As you see, the story consists of five paragraphs. What part of the whole story does each paragraph tell? Can you give the main thought of each in one sentence? Does the following sentence express correctly the central idea of the first paragraph?

When Robinson had lived on his lonely island twenty-three years, he was astonished one morning to see a fire burning on the beach.

The best sentence for each paragraph may be written on the board. Together, these sentences make an outline of the story.

Word Study

STUDY

As you learn to study the words of the story, let the following directions help you. Read them silently and, working alone at your desk, do what they tell you to do.

1. With your dictionary at your side, read the story once more. When you come to a word that you do not know very well, look it up in the dictionary. Find one or more words of nearly the same meaning that you could use in its place. Words like the following you should not overlook:

posture	liberty
resolved	incredible
ignorance	pursued
mounted	encouraged
presently	exceeding
perceived	advanced
victim	necessitated

2. Make a list of the words you look up in the dictionary and write opposite each a word or two that you could use in its place.

Expressing a Thought in Different Ways

The thought of the first numbered sentence below can be expressed in several different ways, among which are the following:

I had by this time lived on the island twenty-three years.

It was my twenty-third year on the island.

Twenty-three years had come and gone since I first saw this island.

1. I was now in my twenty-third year of residence in this island.

2. I stopped short within my fence, not daring to go out.

3. I put myself in a posture of defense.
4. I resolved to defend myself to the last gasp.
5. I began to be impatient for intelligence abroad.

Speaking. 1. Express the thought of each of the sentences above in several different ways, and then choose the best.

2. Express in several different ways the thought of sentences that you and your classmates select from the story.

Speaking. 1. Tell the first one of the five paragraphs of the story.

PRACTICE

Remember that you are telling this story, which the class knows as well as you do, to give yourself practice in speaking, in order that your speaking may improve. The class will listen and suggest what improvements you ought to try to make. The list on pages 315–317 will help them in this. Try for those improvements — if necessary, several times. Why stop before you have succeeded?

2. In the same way tell the story of each of the other paragraphs.

° **Contest.** Should you like to have a story-telling contest? Teams of five pupils each may practice telling the story, each pupil practicing one paragraph. Then one team after another may go to the front and tell the story. Another class may be invited to your room to hear the story-telling and perhaps to decide



TEAM STORY-TELLING

by vote which team spoke best. If your class is too small to be divided into several teams, let the one team tell the story to the pupils of some other room. If there are not pupils enough for even one team, each pupil will have to tell more than one paragraph of the story.

81. Correct Usage: *froze, frozen; broke, broken; spoke, spoken*

The three words *froze*, *broke*, and *spoke* must never be used with the helping words *have*, *has*, *had*, *is*, *are*, *was*, and *were*.

It is correct to say:

I *froze* my fingers.
He *broke* his arm.
She *spoke* distinctly.

In the sentences below notice the correct use of *frozen*, *broken*, and *spoken*. These are the words to use with *have*, *has*, *had*, *is*, *are*, *was*, or *were*.

1. I *have frozen* my fingers.	(NOT *have froze*)
2. He *has broken* his arm.	(NOT *has broke*)
3. She *had spoken* distinctly.	(NOT *had spoke*)
4. His finger *is broken*.	(NOT *is broke*)
5. Her nose *was frozen*.	(NOT *was froze*)
6. Those words *were spoken* too late.	(NOT *were spoke*)
7. My ears *are frozen*.	(NOT *are froze*)
8. The window *was broken*.	(NOT *was broke*)
9. The last word *was spoken*.	(NOT *was spoke*)

STUDY

Working alone, follow these directions:

1. In order to get your lips, tongue, and ears used to the right forms, pronounce over and over rapidly and distinctly the first of the groups of words given below.

2. See how many times you can say *have frozen, have frozen, have frozen* with one deep breath.

3. Do the same with each of these groups:

a. have frozen	*e.* have spoken	*i.* were frozen
b. has frozen	*f.* had spoken	*j.* was broken
c. have broken	*g.* is frozen	*k.* were spoken
d. has broken	*h.* was frozen	*l.* are broken

Speaking. Make short sentences using the groups of words above. Speak distinctly as you give your sentences.

Test. On a sheet of paper write the numbers 1 to 26. Opposite these numbers write the correct words from the twenty-six parentheses below:

1. The poor fellow had (**froze** [1] **frozen**) his ears.

2. One ear was badly (**frozen** [2] **froze**).

3. He (**frozen** [3] **froze**) the same ear last winter.

4. I have often (**spoken** [4] **spoke**) with him.

5. I (**spoken** [5] **spoke**) with him about the ear that was (**frozen** [6] **froze**).

6. Have you ever (**frozen** [7] **froze**) your toes?

7. The river is (**froze** [8] **frozen**), but the ice is (**broken** [9] **broke**).

8. She has (**broke** [10] **broken**) her pencil.
9. Her pencil is (**broken** [11] **broke**), and her pen is (**broke** [12] **broken**).
10. I (**spoke** [13] **spoken**) to you yesterday, and I have not (**spoke** [14] **spoken**) to you since.
11. When the sentence was (**spoken** [15] **spoke**), the spirit of the wretched prisoner was (**broken** [16] **broke**).
12. When the axle (**broke** [17] **broken**), the spring was (**broken** [18] **broke**).
13. The water pipes were (**froze** [19] **frozen**), and the pump was (**broken** [20] **broke**).
14. I have never (**spoken** [21] **spoke**) about the time when I (**broke** [22] **broken**) my arm.
15. It was (**broke** [23] **broken**) in an accident about which I have never (**spoken** [24] **spoke**) to you.
16. I (**spoken** [25] **spoke**) to him about the ear that I (**froze** [26] **frozen**) last winter.

If you made no mistakes in the test, you may omit the following drill (since you do not need it) and work on the contributors' box instead. If you need the drill, busy yourself with that.

Drill in Correct Usage. Read the test sentences above until you can read them without making mistakes. Read slowly at first, then faster, but always correctly and distinctly. Perhaps the teacher will time you and your classmates.

° *The Contributors' Box (4)*

This is for those pupils who have finished their other work and would like to write something for the entertainment of the class. Read what was said under the headings "The Surprise Box," "The Bulletin Board," and "Our Newspaper." See pages 161, 165, and 186.

Have you an original idea for the contributors' box? Perhaps you know of an interesting question or a puzzle.

82. Giving Directions over the Telephone

In a certain school, where the pupils often play telephone games, each row of seats in the room is given a name and each seat a number. The second seat in the first row, for instance, is *Main 222*; the third in the second row, *Broadway 333*; and so on. Any pupil can tell at a glance what another's telephone number is. The telephone operator sits at the teacher's desk.

Speaking. Following a plan like the one just explained or using a telephone directory that you have made, telephone to your classmates. Ask for the best way from one place to another, as,

1. From the schoolhouse to the post office.
2. From the post office to the station.
3. From the railroad station to a certain house.
4. From one house to another.

PRACTICE

There is no use in your telephoning unless each time you do so you learn something about telephoning better. Therefore, your classmates will kindly make suggestions to you for improving your telephoning. Think these suggestions over. When you telephone again, make it a point to follow them. One after another, make the improvements suggested.

83. Pronouncing Correctly

The following words are sometimes mispronounced. Listen as the teacher pronounces each one several times.

1. government	(NOT *goverment*)
2. length	(NOT *lenth*)
3. strength	(NOT *strenth*)
4. suggest	(NOT *sugest*)
5. usually	(NOT *usally*)
6. chocolate	(NOT *chalklet*)
7. attached	(NOT *attachted*)
8. recognize	(NOT *reconize*)
9. regular	(NOT *reglar*)
10. new	(NOT *noo*)

Pronouncing. Now, with the class on the lookout for mistakes, pronounce the entire list several times. Can you do this correctly, rapidly, and easily?

Using the Dictionary

As you know, the dictionary tells how words should be pronounced. It divides each word into syllables.

It tells which syllable should be accented. With the help of the "Key," you can quickly learn how to sound various letters.

Writing. Find in the dictionary each of the words on page 206. Copy the word, dividing it into syllables, if it is a word of more than one syllable, and marking the accented syllable. As you copy, pronounce the word to yourself over and over.

Speaking. Make a sentence containing as many of those ten words above as you can use and still have a sensible sentence. The following sentence contains five of the words:

> I *recognized* the *chocolate* as not a *new* kind but as the *regular* kind that we *usually* bought.

This exercise will also give you practice in making interesting sentences.

84. Inventing an Ending for an Unfinished Story

Do you have interesting ideas? Can you make up original endings for unfinished stories? The following story gives you a chance to test yourself.

> If the engine had only stopped while they were still in town! To have it stop and refuse to start again "ten miles from nowhere," as Tom's father said in disgust, was bad luck indeed. He had the hood of the car up and was staring at the motor, wondering what could be the matter with the thing. Tom was looking on,

and Tom's mother, on the back seat, was studying a map and trying to make out where they might be in this strange country one thousand miles from home.

The Joneses were motoring; that is, they had been, until their car stopped. They were spending the summer vacation on a long trip to California. Tom was enjoying it hugely. "Besides," said Mr. Jones, "he was learning a bit about geography." Over good roads and bad their new car had run along, humming contentedly, and everything had been perfect until now. Mr. Jones knew very little about gas engines. He had not the remotest idea why the engine had suddenly gone wrong.

"What does that sign say, Tom?" called Mrs. Jones, pointing to a painted board that was nailed to a telegraph pole ahead.

"Everready Garage One-Half Mile," read Tom. "One-half mile! That isn't far. Shall I go and get them, Dad? I can run there in ten minutes."

Mr. Jones talked with his wife. They could not telephone, for there was no house in sight. Besides, it was doubtful whether there were any telephones in this out-of-the-way section. He looked up the lonely road, but as they were standing on the slope of a hill, he could not see far ahead. Perhaps he had better go himself, since Tom was only twelve. But, no, it would be a good thing for Tom to have this experience.

"All right, Tom. Try to get a good mechanic to come right back with you."

Tom started off, made most of the half mile on a dog trot, found the garage, learned that the mechanic had gone to town but that his wife thought he would return in about half an hour, decided not to wait for him, and after leaving careful directions for finding the car, took the road back to his parents, in order to let them know without delay what to expect.

As Tom trudged along, he noticed that there were no farmhouses to be seen. Clearly it was not a farming country. The sandy soil was not good enough. Possibly sheep might be grazed on those thinly covered hills. There was no one anywhere to be seen. Some crows cawed loudly as they flew out of a small clump of scrubby trees. He had not noticed those trees before. The caw was the only sound Tom had heard since starting back from the garage. At last he reached the hill from which he could see the place where the car had come to a standstill. Great was his surprise as he looked down the road. There was no car in sight. There was nothing and nobody in sight. His father, his mother, and the car had disappeared.

STUDY

As you prepare to tell the class how the story might end, silently read and answer the following questions, which will guide you as you think the story over:

1. What would you have done in Tom's place — run back to the garage, run along the road which

the car probably had taken, or stayed right there and waited?

2. Do you think that Tom's father got the car started while Tom was on his way for the mechanic?

3. If so, why did not Tom's father follow him to the garage? Why did he turn around and drive away when he knew that Tom would return in a few minutes?

4. Does it seem likely that somebody kidnapped Tom's parents?

5. What could have made Tom's father and mother leave in such a hurry, without a word of explanation?

6. Can you think of some ending for the story that will be both sensible and most unexpected? What surprise ending can you invent for the entertainment of the class?

Speaking. Tell your classmates how you would finish the story.

85. Building Sentences

Sentences may be long or short. The subject may consist of only one word or of many words. The same is true of the predicate. The following sentence has a subject of two words and a predicate of two words:

The girl was working.

Notice how both subject and predicate are made longer, as you read the following sentences:

1. The girl | was working.
2. The little girl | was working.
3. The little girl | was working hard.
4. The cheerful little girl | was working hard.
5. The cheerful little girl | was working hard over her schoolbook.
6. The cheerful little girl in the sixth grade | was working hard over her schoolbook.
7. The cheerful little girl in the sixth grade | was working hard over a problem in her arithmetic.

Exercise. 1. By adding suitable words enlarge both the subject and the predicate of each of these short sentences:

1. The band played.
2. A crowd gathered.
3. Flags were flying.
4. Guns boomed.
5. Boys shouted.
6. Children screamed.
7. A bird was singing.
8. Several children were practicing.
9. Newsboys were calling.
10. A stone was thrown.
11. An airplane was humming.
12. The pilot signaled.

2. Write one or more of your sentences on the board.

3. How long a sentence can you build by adding words to the subject and the predicate of one of the short sentences above? It will be interesting to see who can write the longest sensible sentence.

86. The Principal Word of the Subject

No matter how long the subject of a sentence may be, there is usually one word in it that is the principal word. How can you tell which is the principal word?

Read the following sentence several times, dropping one word after another from the subject:

The cheerful little girl was working hard at her lesson.

It is easy to see that you can drop *The*, *cheerful*, and *little*, without any serious harm, for you still have the sentence

Girl was working hard at her lesson.

If, however, the word *girl* is dropped, the sentence is gone, even if all the other words of the subject are kept. "The cheerful little ____ was working hard at her lesson" does not make sense. It is unfinished. It is not a sentence.

This shows how important the word *girl* is in the subject of that sentence. *Girl* is the most important word; it is the **principal word of the subject.**

Exercise. 1. Read the first sentence on page 213 without that word in the subject which is printed in italics. Notice whether you still have a sentence.

2. Now read the sentence again, but instead of dropping the word in italics keep that word and drop the other words of the subject. Have you still a sentence?

3. In the same way read each of the other sentences.

1. The old sailor's *boat* sank during the storm.
2. Several busy *children* were practicing.
3. A tall, blue-eyed young *man* smiled at us.
4. A thousand proud *schoolboys* marched gayly past.
5. Many, many pretty *flowers* were seen in that place.
6. A gigantic silver *airship* swung into view.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the principal word of the subject.

1. A big, round, red apple hung on the tree.
2. A little red-cheeked boy stood under the tree.
3. Several pupils from the sixth grade looked on.
4. The farmer's youngest son climbed the apple tree.
5. The red apple fell to the ground.
6. The red-cheeked boy picked it up.
7. Two good friends of the boy got a bite.
8. The boy's mother called.
9. The boy's mother called him.
10. She called again and again.
11. The little boy answered.
12. He answered after a while.
13. He answered his mother's call.
14. A famous traveler talked to the children.
15. The pupils listened intently.
16. Every person in the room listened with great interest.
17. Everybody in the room listened.
18. Many far-away countries had been seen by him.
19. The colored pictures were very interesting.
20. The three boys ran to the shipyard.

87. Nouns

The principal word of the subject of a sentence is usually a word that names something. It may name a person, as *boy, girl, conductor, baker*; it may name a place, as *street, city, station, library*; or it may name a thing, as *book, knife, shoe, clock.*

Such naming words are called **nouns.**

Exercise. 1. Which of the following nouns are the names of persons? Which are the names of places? Which are the names of things?

1. Chicago	**11.** plate	**21.** sailor	**31.** pen
2. corner	**12.** London	**22.** box	**32.** fork
3. Annie	**13.** plumber	**23.** shelf	**33.** tree
4. city	**14.** pipe	**24.** pantry	**34.** car
5. ship	**15.** Alfonso	**25.** attic	**35.** table
6. button	**16.** king	**26.** Tom	**36.** hall
7. dress	**17.** magazine	**27.** driver	**37.** pupil
8. store	**18.** St. Nicholas	**28.** floor	**38.** singer
9. bakery	**19.** letter	**29.** chair	**39.** song
10. Longfellow	**20.** stamp	**30.** rug	**40.** beach

2. Give several nouns, like *button, clock, pencil,* that name things; give several nouns, like *yard, hall, cellar,* that name places; give several nouns, like *man, woman, cook,* that name persons.

A noun is a word used as the name of something — a person, place, or thing.

88. Advertising for a Position

Some children like to earn money Saturdays or after school on other days. That is why you sometimes see advertisements like the following in the newspapers:

> SITUATION WANTED. Boy, twelve, bicycle, run errands, deliver small parcels afternoons four to six, anxious to please. Telephone Harvey Riggs, Harrison 6937.
>
> SITUATION WANTED. Dressmaker's helper, good at buttons, buttonholes, neat, quick. Afternoons four to six. May Pryor, 75 Elm St.

Project. Plan a "Wanted" column or page to be placed on the board. Each pupil will write one of the advertisements, asking for a position for himself. Bring a newspaper to school, in order that the advertisements on the board may be arranged as they are on the newspaper page. Perhaps a committee of pupils should take charge of the work, telling each pupil where and when to write his advertisement and seeing to it that all mistakes are corrected. Before beginning, prepare yourself by the following "Study":

STUDY

Silently follow the directions and answer the questions below:

1. What kind of situation do you wish to find, so that you may earn money after school or Saturdays?

2. Perhaps your parents think you are busy enough in school without working after school. In that case pretend that you are looking for some kind of situ-

ation. In one school a pupil advertised for a position as chief cooky-taster in a bakery. He said he would attend strictly to business. Another wanted work as a lion tamer in a circus. This was a girl, and as proof of her courage she said that she was not afraid of mice. Still another pupil was very anxious to work in a candy factory. These advertisements made much fun.

3. What can you say to show that you are well fitted to do the kind of work for which you are asking? A bicycle will not help you in a candy factory, and a sweet tooth will be of no use in a telegraph office.

4. Why are these advertisements always very short? Only what is necessary is said, and every word that is not needed is omitted. Is this true of the advertisements you have seen? Look again.

Writing. Write your advertisement.

89. Spelling Troublesome Words

Following each of the ten words below you will find in parenthesis something to help you remember how to spell that word. It may be another word spelled in much the same way, — or several other words, — it may be a division of the word into its syllables, or it may be some other help.

1. air (chair, stair)
2. fair (hair, pair)
3. pail (mail, nail)
4. pain (sprain, strain)
5. rain (grain, drain)
6. quiet (qui-et)
7. except (ex-cept, exception)
8. weather (leather)
9. prophet (prophecy)
10. principal (admiral, cardinal)

STUDY

As you study the list of words on page 216 with the help of the words in the parentheses, let the following questions and directions guide you:

1. Do you see that *air* is *fair* without the letter *f*? Close your eyes and try to see every letter in each of these words. Now make a sentence containing these words, as well as some of the words in the parentheses following them. You might make a sentence like this:

> The fresh *air* blew through her *hair* as she sat on a *chair* at the head of the *stair*.

2. Notice that *quiet* (*qui-et*) consists of two syllables. Pronounce *qui-et* several times to yourself, and then make a sentence showing the meaning of the word. Better look up the meaning in the dictionary.

3. Notice that *weather* and *leather* are spelled alike except for the first letter in each.

4. You might expect *principal* to end like the words in the parenthesis after it, because each of the three words names an important kind of person. Close your eyes and try to see how each of these three words is spelled.

5. In the same way fasten in your mind the spelling of the other words in the list.

Writing. Go to the board and write a sentence containing as many of the ten words on page 216 as you can squeeze into a sensible sentence. Then write a sentence or two containing the words you have not used.

Correction. The class will look your sentences over. Correct and interesting sentences will be praised. Mistakes will be pointed out and should be corrected.

° *Announcements (5)*

If you were able to finish the work above before the rest of the class, what could you do with your spare time? Would it not be amusing if you should write a comical advertisement or announcement for the bulletin board? Possibly, however, you have some other surprise in mind with which to entertain your classmates.

90. Advertising in the "Help Wanted" Columns

When one is looking for a position, the first thing one usually does is to look through the "Help Wanted" columns of a newspaper. Advertisements like these are printed there:

> BOY WANTED. Messenger with bicycle, past sixteen years of age or having school permit. Inquire Western Union.
>
> SCHOOLGIRL WANTED. Alert, with pleasant voice, to read to elderly lady afternoons four to six. Telephone Mrs. Lowden, Grasmere 5529.

Class Conversation. Bring a newspaper to school and read to your classmates the most interesting advertisements you can find in the "Help Wanted" columns. Talk these questions over:

1. Why are these advertisements so short? Would it be better if they could be longer?



THE BULLETIN BOARD

2. Do most of the advertisements name the pay that may be expected?

3. Do they describe the kind of work to be done? Is this important?

4. What else do they say?

STUDY

Working alone, answer the following questions to prepare yourself for writing a "Help Wanted" advertisement. As you do this, you are also learning to study.

1. Does your mother sometimes need to advertise for a maid, a cook, a laundress, or a woman or man for special work?

2. Perhaps you would rather pretend that you are grown up yourself and need some kind of help? Perhaps you are the owner of a factory that needs boys and girls in its work?

3. For what kind of helpers will you advertise? What kind of work have you for them to do?

4. What can you say that will make readers of your advertisement think they would like to work for you?

Writing. Write your advertisement. When you have finished it, as well as looked it over for mistakes, copy it on the board in the "Help Wanted" column there.

Correction. The class will talk the advertisements over, praising their good points and calling attention to errors, which should of course be corrected at once.

Perhaps you do not know that this "Help Wanted" column will be read with much interest by the boys and girls who are looking for positions and therefore answering advertisements in the following section.

91. Letter Writing: Answering a "Help Wanted" Advertisement

A boy who had learned from the "Help Wanted" columns that Stout & Co. wanted an office boy during the summer vacation wrote them as follows:

231 Stanley Road
New Britain, Conn.
June 12, 1930

Messrs. Stout & Co.
954 Hilltop Street
New Britain, Conn.

Dear Sirs:

I wish to apply for the position of office boy advertised by you in this morning's *Star*.

I am thirteen, not afraid of work, and have a good school record. If you will telephone my teacher, Miss Brown, Main 3434, she will be glad to answer questions about me.

Respectfully yours,
Alfred C. Conklin

Class Conversation. Talk over with your classmates these questions about Alfred's letter:

1. Is the heading of the letter, which is a business letter, written as you write the heading of a letter to a friend?

2. Have you noticed that above the greeting Alfred wrote the name and address of the company to whom the letter is to go?

3. Does the ending of the letter differ from the ending of a letter to a friend?

4. What does the first paragraph of the letter tell? What is the second paragraph about?

5. Would it have been better if Alfred had told more about himself? What else do you think he should have told?

Writing. Select one of the "Help Wanted" advertisements on the board and write a letter applying for the position. Arrange your letter exactly like Alfred's. Send it to your classmate through the class post office.

92. Using Punctuation Marks Correctly

The following unpunctuated paragraphs are really letters. They do not look like letters. Notice how hard it is to read them in this unpunctuated form. The reason for punctuation marks is that they help us in our reading. They tell where a sentence ends. They tell whether a sentence is a statement or a question. They tell other useful things.

I

546 Ford St Detroit Mich Nov 12 1930 Dear Sir Your advertisement in this morning s paper for a clever boy to work your examples for you is exactly what I ve been looking for I like to help stupid people and I am so quick in arithmetic that this kind of work is fun for me I ll be glad to take the position at five cents for each example When can I begin Your capable classmate John Sharp

II

73 Mountain Ave Denver Colo Dec 10 1930 Dear Madam I am answering your advertisement for a careful girl to correct your letters for you I am just the girl you want for I can copy a letter without making a mistake Yes I can write very neatly too You will have to pay well for an expert like me I ll do the work at the rate of two cents for each mistake corrected and ten cents for each letter copied Respectfully yours Amelia Good

III

88 Pleasant Ave Pendleton Oreg Dear Sir I have read your advertisement asking for a boy who will take your spankings for you I shall be glad to take the position I have had much experience in this work All I ask for pay is that you take all my spankings for me Very truly yours Frank Smiley

IV

999 James St Richmond Va Mr George Lazy 17 Easygo Ave Richmond Va Dear Sir I hereby apply for the position you advertise in today s newspaper You want

somebody to do your work for you while you play I ll do it The only pay I ask is that I eat all your meals for you Somebody has said He that will not work shall not eat Your hungry classmate Fred Lean

Writing. Copy the first paragraph on page 223, arranging it as a letter and inserting punctuation marks wherever they are needed. Perhaps the teacher will ask you to copy it on the board.

Correction. Ask one or two classmates to help you as you look your letter through for mistakes, with the following questions in mind:

1. In the heading of the letter have you placed a comma (,) between the name of the city and the name of the state?

2. Have you followed every abbreviation in the letter with a period?

3. Have you placed a comma between the day of the month and the year?

4. Is there a colon (:) after the greeting?

5. Is the first line of the body of the letter indented?

6. Have you placed a period (.) after every sentence that is a statement?

7. Have you placed a question mark (?) after every question?

8. If there is a quotation in the letter have you used quotation marks (" ") before and after it?

9. Have you separated the quotation from the rest of the sentence by means of a comma or other mark?

10. Have you used the apostrophe (') in words that are contractions, like *don't* or *I'll*?

11. Have you used the apostrophe in words that show possession, like *John's* or *boy's*?

12. Have you placed a comma after *yes* and *no* in sentences like the following?

Yes, we are glad to be here.

Writing. If you have copied the first letter correctly, you have shown that you need no more practice at this time in the use of punctuation marks. In that case you may write something that will help to make "The Sign Board" (see below) interesting. If, however, your first letter did show mistakes, copy the second and, if necessary, the third and even the fourth. Continue to copy until you can copy and punctuate the letters correctly.

°*The Sign Board (6)*

This is another name for the surprise box or the bulletin board on which you worked at the beginning of the year. Perhaps you have invented a still better name for it. Have you any suggestions for improving the sign board? Can the items that are sent in be arranged better on the chart, or board? Can something new be planned in the way of contributions? Why not write your ideas on this subject and send them to the sign-board committee?

93. Singular and Plural

Notice the two lists of nouns below, side by side. In the list at the left are twenty-five nouns each of which means *one* person, place, or thing. Such nouns are

called **singular nouns.** In the list at the right are twenty-five nouns each of which means *two or more* persons, places, or things. These are called **plural nouns.**

SINGULAR NOUNS (that is, meaning *one*)	PLURAL NOUNS (that is, meaning *two or more*)
1. hat	1. hats
2. shoe	2. shoes
3. house	3. houses
4. box	4. boxes
5. dress	5. dresses
6. patch	6. patches
7. potato	7. potatoes
8. cargo	8. cargoes
9. piano	9. pianos
10. key	10. keys
11. donkey	11. donkeys
12. baby	12. babies
13. lady	13. ladies
14. story	14. stories
15. roof	15. roofs
16. wife	16. wives
17. leaf	17. leaves
18. man	18. men
19. woman	19. women
20. child	20. children
21. foot	21. feet
22. tooth	22. teeth
23. mouse	23. mice
24. goose	24. geese
25. sheep	25. sheep

Writing. 1. Write the plural nouns for the list at the left. While you are doing this, keep the list at the right covered. Look up in the dictionary the plural nouns that you do not know. Do not refer to the list at the right until your own list is finished.

2. In the same way write the singular noun for each plural noun in the list at the right.

94. Correct Usage: *lie* and *lay*

Nobody ever makes a mistake in using the word *lay*, which means *place* or *put*. Everybody says the following correctly:

Please *lay* the book on the table.
He was *laying* the rug on the floor.
The men *laid* the carpet carefully.
I *have laid* my books on the chair.

The trouble is made by the word *lie*, meaning *rest, remain, be in a place*. Notice the correct and incorrect uses below:

If you are tired, *lie* on this lounge.	(NOT *lay* on this lounge)
The dog was *lying* before the warm fire.	(NOT *laying* before the warm fire)
The fallen tree *lay* on the ground.	(NOT *laid* on the ground)
There it *has lain* for years.	(NOT *has laid* for years)
There it *lies* today.	(NOT *lays* today)

Exercise. 1. Read the following sentences aloud. As you do so, use in place of each of the words printed in italics one of the words *lie, lying, lay, lain.*

1. The bundle *rests* on the floor.
2. The fallen tree is *resting* on the lawn.
3. The wounded soldier *rested* on the floor of the truck.
4. They had found him *resting* on the wet ground.
5. What is that *resting* on the park bench?
6. He *remained* on the bench all evening.
7. The book has *remained* there a week unopened.
8. That old hat has *been* on that shelf a year.
9. It was *resting* there peacefully two years ago.
10. It *is* in that place now.
11. He *remained* on the ground motionless a full minute.
12. The hose *remains* where we dropped it yesterday.
13. Somebody has *rested* on my bed.
14. *Rest* in this hammock where you *rested* the other day.
15. She is *resting* where she *rested* yesterday.

2. Now read the sentences above faster, using *lie, lying, lay,* and *laid* where they belong.

Test. Write on a sheet of paper the numbers 1 to 26. Opposite each number write the correct word from the parenthesis of the same number in the drill sentences beginning on page 229. Write rapidly, as the time for this test is limited to a few minutes. When you have finished, mark a cross opposite each incorrect word as the teacher or a pupil reads the correct ones. What

does this test show you? Do you need the drill below? If not, write an "Item of Interest" (see page 230) for the entertainment of the class.

Drill in Correct Usage. 1. As you read the following sentences aloud, choose the correct word or words from each parenthesis:

1. Please do not (**lie** [1] **lay**) on the damp ground.
2. (**Lay** [2] **Lie**) this blanket down first.
3. John is (**lying** [3] **laying**) it down for you.
4. Here (**lies** [4] **lays**) the board that (**laid** [5] **lay**) here yesterday.
5. Who (**laid** [6] **lay**) it here? There it (**lays** [7] **lies**).
6. The men were (**lying** [8] **laying**) the new carpet.
7. An old carpet was (**lying** [9] **laying**) there last week.
8. My father (**laid** [10] **lay**) it long ago. There it (**laid** [11] **lay**) many years.
9. What is that (**laying** [12] **lying**) on the grass?
10. There it (**lies** [13] **lays**). There it (**laid** [14] **lay**) an hour ago.
11. Where was it (**lying** [15] **laying**) yesterday?
12. It is (**lying** [16] **laying**) where I (**lay** [17] **laid**) it yesterday.
13. If you are tired, (**lay** [18] **lie**) down.
14. If you are tired, (**lie** [19] **lay**) your bundle down.
15. He was tired and (**laid** [20] **lay**) down.

16. He was tired and (**laid** [21] **lay**) his bundle down.
17. When we have been tired we have (**laid** [22] **lain**) down.
18. When tired, we have (**laid** [23] **lain**) our bundles down.
19. (**Lay** [24] **Lie**) here where I have (**laid** [25] **lain**) this rug.
20. You were (**lying** [26] **laying**) on this rug the other day.

2. Read the twenty drill sentences again, faster, but still correctly and distinctly. Do it several times, until you can do it very rapidly.

°*Items of Interest* (7)

Little happenings of interest occur each day in the life of every boy and girl. Use your spare time by writing about one of those little happenings and sending your story to the committee that has charge of the bulletin board, now called "Items of Interest." Does the following list of happenings remind you of some experience of your own about which to write?

1. The Cat that Returned
2. A Canary that Would Not Sing
3. An Unexpected Visitor
4. Grandfather Learns to Drive a Car
5. The Lost Library Book
6. I Break My Friend's Pocketknife
7. My First Experience with a Sewing-Machine

95. Expressing Ownership or Possession

A book belongs to John. We call it John's book. We place *'s* after the word *John* and in this way make the word *John* show ownership or possession. The little mark (') before the *s* in *'s* is called an **apostrophe.**

Notice how each of the nouns in the list below is changed to show ownership or possession by our adding apostrophe and *s* to it.

1. John	John's	**9.** men	men's
2. Mary	Mary's	**10.** women	women's
3. boy	boy's	**11.** child	child's
4. girl	girl's	**12.** children	children's
5. man	man's	**13.** Thomas	Thomas's
6. woman	woman's	**14.** boss	boss's
7. lion	lion's	**15.** Jones	Jones's
8. tiger	tiger's	**16.** donkey	donkey's

Writing. 1. Write a sentence containing at least one of the nouns above that end in apostrophe and *s* (*'s*). Several pupils may write on the board. You might write a sentence like one of these:

The boy's cap lay on the chair.
Thomas's cap was on his brother's head.
The old man's son talked with Mary's friend.
Men's and women's shoes are for sale here.

2. Write three sentences each containing at least two nouns that express possession. These nouns may be taken from the list above.

Plural Nouns Ending in s

Some nouns, like those above, add *'s* to show possession, but there are others that add only apostrophe. This is true of the nouns in the following list:

1.	horses	horses'	6.	monkeys	monkeys'
2.	dogs	dogs'	7.	snakes	snakes'
3.	boys	boys'	8.	birds	birds'
4.	girls	girls'	9.	chickens	chickens'
5.	riders	riders'	10.	dancers	dancers'

Two things are true of each of these nouns: (1) each one is plural, and (2) each one ends in *s*.

Do you understand this rule?

To express ownership or possession all nouns add apostrophe and *s* (*'s*) except those that are plural and end in *s*. Those add an apostrophe only.

Exercise. What is the difference in meaning between the two sentences in each of the following pairs?

1. The horse's hoofs were heard.
   The horses' hoofs were heard.
2. I saw the turtle's eggs.
   I saw the turtles' eggs.
3. The weasel's sharp eyes saw the birds' eggs.
   The weasels' sharp eyes saw the bird's eggs.
4. On the ground lay the riders' belongings.
   On the ground lay the rider's belongings.

5. The boy's marks were higher than the girl's marks.
   The boys' marks were higher than the girls' marks.
6. The dog's bark is worse than his bite.
   The dogs' bark is worse than their bite.
7. This is the rabbit's coop.
   This is the rabbits' coop.
8. We watched the dancers' graceful movements.
   We watched the dancer's graceful movements.
9. The lady's gloves lay on the chair.
   The ladies' gloves lay on the chair.
10. The woman's shoes were muddy.
    The women's shoes were muddy.

Writing. Write a sentence containing a plural noun not ending in *s* that expresses possession; another sentence containing a singular noun expressing possession; still another containing a plural noun ending in *s* that expresses possession.

Correction. With the help of a classmate, correct your sentences if any mistakes are found in them.

Exercise. Fill each blank in the following sentences with the word in parenthesis changed to show possession:

(*dancer*) **1.** The ____ shoes were pretty.
(*cows*) **2.** The ____ milk was rich.
(*men*) **3.** We saw some ____ overcoats.
(*ladies*) **4.** On the table lay the ____ bundles.
(*lady*) **5.** Is that a ____ handkerchief?
(*soldiers*) **6.** The ____ letters came at last.
(*sailor*) **7.** What is so jolly as a ____ life?

96. Writing Letters of Recommendation

Business men sometimes receive letters like this one:

THOMAS J. DEARBORN

ATTORNEY AT LAW

79 Bellevue Street, Clinton, Missouri

January 3, 1930

The Johnson Box Co.
44 Railroad Street
Clinton, Missouri

Dear Mr. Johnson:

Fred Knott, who worked in my office last summer, asks me to write this letter recommending him. He says he has applied to you for a situation for Saturdays. I am glad to say that he did very well for me. I found him capable, quick, neat, punctual and reliable.

Very truly yours,
Thomas J. Dearborn

Class Conversation. What are some of the good points of this letter of recommendation? Of course the letter is correct. Heading, greeting, and the other parts are written as they should be in a business letter. Does the letter tell the right things about Fred? Is there anything that might have been added? Talk these things over with your classmates.

Writing. In order to make sure that you know the correct form of a business letter, copy the one above. Print the business heading. Remember to leave wide margins and to write the date, the greeting, and the ending as shown on page 234.

Correction. With a classmate or two examine your letter for mistakes. Correct these. The neatest copies may be placed on a chart for visitors to see.

Recommending Your Classmates

Project. In the spirit of fun you might pretend that one of your classmates is the owner of a circus and is looking for a juggler. Write him a letter recommending some pupil for the position. Other pupils will write other letters of recommendation. You can see what surprises there will be when the best of these letters are read aloud. Of course they must be good-natured letters, hurting no one's feelings.

Perhaps the following list of positions will help you decide which one to write about in your letter:

1. Messenger boy
2. Clown
3. Stenographer
4. Manager
5. Wild man of Borneo
6. Waffle man
7. Aviator
8. Horseback rider
9. Cook
10. Peanut boy
11. Fortune teller
12. Berry picker
13. Candy clerk
14. Dishwasher
15. Actress
16. General
17. Dancer
18. Trapeze performer

97. Making Your Meaning Clear

Notice how clear the following explanation is. There are several reasons for this.

First, the writer keeps in mind what he is aiming to do. He keeps his eye on his purpose. He begins by stating that purpose, and he says nothing except what will help carry it out.

Second, the writer has a plan. He does not try to explain everything at once. Instead, he explains one thing at a time, one thing after another, according to his plan.

Third, he makes it easy for the reader to follow him when he passes from one part of his explanation to another, for he uses such guide words as *first*, *next*, *now*, *so*, *therefore*, *after that*, *last of all*.

He finishes by telling again the main points of his explanation.

How the Voice Travels on a Wire

When you lift the telephone receiver to your ear, you hear the voice of your friend at the other end. He may be hundreds of miles away, and yet you hear and recognize his voice. How can this be? What happens in the telephone?

First of all, in the mouthpiece into which your friend speaks there is a very small plate or disk of metal. As he speaks, this disk quivers. It has a different quiver for every sound. It has many

thousands of different quivers caused by the thousands of different sounds that there are.

In the second place, in the receiver that you lift to your ear there is also a small disk of metal. This second disk also quivers in thousands of different ways. Every time it quivers it makes a sound. That is the sound you hear.

Now what connects these two disks? How is it that when the first disk quivers the second disk quivers also? This question brings us to the copper wire which runs from disk 1 to disk 2. Every time your friend speaks and disk 1 quivers, a small wave of electricity is sent along that copper wire. It is this wave or impulse of electricity that makes disk 2 quiver. When disk 2 quivers it makes sounds like those that made disk 1 quiver.

So it is that the voice travels from the mouthpiece of your friend's telephone to the receiver you hold to your ear. Each sound of his voice is translated, first into quivers of disk 1, then into electric waves along the copper wire, next into quivers of disk 2, and finally into the sounds you hear.

STUDY

You cannot explain what you do not know. You cannot explain clearly what you do know unless you follow some such method as the one shown in the explanation above. Silently study that explanation with the help of these questions:

1. What is the purpose of the first paragraph in the selection above?

2. The explanation itself is given in how many paragraphs?

3. What does the last paragraph of the selection do?

4. The second paragraph is all about one thing. What is that?

5. The third paragraph is all about another thing — what?

6. Do you see how the fourth paragraph uses what was learned in paragraphs 2 and 3 and adds something to that? What is it that is added?

7. Can you close your book and recall how each of the five paragraphs helps in the explanation?

Speaking. Explain how sound travels on a wire.

PRACTICE

You are speaking for practice. Your classmates know how sound travels on a wire. They are listening to you not to learn that but to see whether you can give the correct explanation. They are listening in order to tell you how you might make your explanation clearer. When you have thought their suggestions over, speak again, perhaps several times, and try to make the improvements, one at a time, that they have kindly suggested.

98. Pronouncing Correctly

Th has two sounds: one as in *thin, think, thing, thank, thought, thump, throw, thimble*; the other, a slightly different sound, as in *then, than, this, that, there, the, them, thus.*

Under *A* below are listed words in which the *th* is pronounced as in *thin*. Under *B* are given words with the other *th* sound, as in *then*.

A		*B*	
th as in *thin, thump*		*th* as in *then, than, smooth*	
thief	thing	this	leather
third	thorn	that	smooth
thick	thought	there	laths
three	nothing	these	baths
through	thrifty	those	paths
thread	anything	the	mouths
thousand	something	they	breathe
thunder	bath	them	then
thirsty	tooth	with	thou
thank	teeth	within	thy
throw	cloth	without	thine
thimble	both	weather	therefore

Pronouncing. 1. Speaking distinctly, pronounce the words under *A* several times.

2. Pronounce the words under *B*.

If you have trouble pronouncing these words, try to say them with the tip of the tongue extended between the upper and lower teeth. This position of the tongue often makes it easier to say these *th* sounds.

If the words above give you no difficulty, you may use your time writing something for the class magazine.

°*The Class Magazine (8)*

As a rule, there is nothing much better to write about than some little personal experience. By choos-

ing a narrow subject, by beginning with a promising sentence, by sticking to your subject, and by ending with a sentence that gives a pleasant finishing touch, you can make an interesting story of any little happening.

99. Adjectives

One word in each of the following groups is a noun; that is, a word used to name a person, place, or thing:

1. friendly dogs
2. unfriendly dogs
3. brave dogs
4. strong dogs
5. clever dogs
6. wise man
7. fat boy
8. some boys
9. those boys
10. those big boys
11. this white cloth
12. that table
13. several soldiers
14. four soldiers

Exercise. In each of the groups above, which word is the noun and which word describes or points out the noun?

Words are often added to nouns to point them out or describe them. So in group 1 above, *friendly* describes the noun *dogs*; in group 4, *strong* describes the noun *dogs*; and in group 11, *this* and *white* describe and point out the noun *cloth.*

Such words that point out or describe nouns are called **adjectives.**

As you have seen, some adjectives describe by pointing out, as, *that* dog, *this* cat, *those* boys, *these* girls.

Some adjectives are very weak as describing words.

Notice the adjectives — each one printed in italics — that are added to the nouns in the following groups:

1. *some* child
2. *any* child
3. *every* child
4. *many* animals
5. *much* sugar
6. *a* house
7. *the* house
8. *an* animal
9. *both* kites
10. *each* skate
11. *most* books
12. *few* cars

Exercise. In each of the following sentences (1) find a noun, and (2) name some of the adjectives that are used with it to point it out or describe it:

1. Some mischievous child must have been here.
2. Much brown sugar was eaten.
3. An old house stood there.
4. The friendly farmer smiled at us.
5. A big red apple fell down.
6. Few new cars passed.
7. Both kites flew well.
8. Each happy pupil told what he had seen.
9. This old book is very interesting.
10. Those wooden fences are tumbling down.
11. These expensive buildings are not yet finished.
12. Beautiful music was heard.

An adjective does not always precede the noun which it describes. Notice the adjectives in italics in the following sentences:

The *black* horse stood before us.
The horse, *black*, *strong*, and *young*, stood before us.
The horse is *young* and *strong*.
The horse is *black*.

The *smooth green* lawn was being mowed.
The lawn was *smooth* and *green*.

An adjective is a word used with a noun to point it out or describe it.

100. Avoiding the Use of Worn-Out Adjectives

Although there are thousands of adjectives in the language, some pupils, and some older people, too, are satisfied with using only a few of them. They say a *good* dinner, a *good* pencil, a *good* rope, a *good* bicycle, a *good* needle, and *great* weather, a *great* game, a *great* athlete, a *great* automobile, as well as *some* book, *some* hat, *some* ball, *some* dress, and the like. It is no wonder that these adjectives, *good*, *great*, *some*, and a number of others — *fine*, *nice*, *wonderful*, *beautiful*, and *awful* — have become worn-out from overuse.

Exercise. The following sentences contain worn-out adjectives. Improve these sentences by giving a fresh, clear-cut, and telling adjective for each one printed in italics.

1. After a *good* dinner I sat down to read a *good* book.
2. The *great* athlete played a *great* game.
3. She wore a *nice* dress and a *wonderful* hat.
4. It was *some* game, and there was *some* crowd.
5. It was a *wonderful* day, and we had a *wonderful* time.

6. These are *wonderful* shoes for this *awful* weather.
7. He is an *awful* tease but a *wonderful* player.
8. He's a *wonderful* fellow, and I had a *great* talk with him.
9. Everything was *beautiful* and *wonderful.*
10. She is a *nice* singer with a very *nice* voice.
11. We had a *nice* lunch and a *nice* time after that.
12. They have a *nice* house and are very *nice* people.
13. It was a *great* privilege to see that *great* man.
14. He has had a *great* career and made a *great* name.
15. This is *great* weather. It makes one feel *great.*
16. He is *some* rider, and that is *some* horse to ride.
17. A mile a minute is *some* record.
18. This is *some* city. Those are *some* high buildings.
19. I feel *fine.* Who wouldn't feel *fine* on a *fine* day?
20. They played a *fine* game, and they had a *fine* crowd.

Drill. As you read the sentences above several times, use better adjectives in place of those in italics. Try to read without pausing to think of suitable adjectives. Have these on the tip of your tongue. Perhaps the teacher will time you as you read, but of course only correct and distinct reading counts. No one cares to know how fast you can read while running your words together and making mistakes.

101. Describing a Person

In the following paragraph Robinson Crusoe, in his old-fashioned English, gives a description of the young man whom you remember he saved from the cannibals:

Robinson's Man Friday

He was a comely handsome fellow, perfectly well made, with straight, strong limbs, not too large; tall and well-shaped, and, I reckon, about twenty-five years of age. He had a very good countenance, not a fierce and surly aspect, but seemed to have something very manly in his face, and yet he had all the sweetness and softness of a European in his countenance too, especially when he smiled. His hair was long and black, not curled like wool; his forehead very high and large, and a bright vivacity and sparkling sharpness in his eyes. The color of his skin was not quite black, but very tawny; and yet not of an ugly yellow nauseous tawny, as the Brazilians and other natives of America are, but of a bright kind of dun olive color, that had in it something very agreeable, though not very easy to describe. His face was round and plump, his nose small, a very good mouth, thin lips, and his fine teeth well set and white as ivory. — Daniel Defoe, "Robinson Crusoe"

STUDY

Silently read and answer the following questions, as you study how to describe a person:

1. What did Robinson probably notice first when he looked Friday over — that he had thin lips and fine teeth or that he was a handsome fellow?

2. What does Robinson tell about first? What does he tell last? Is it true that he tells first what he noticed first?

3. Can you think of anything important in Friday's appearance that is not mentioned by Robinson but that you would like to know about?

4. Do you get a clear picture of Friday? Did he look like an Indian?

5. If you were describing yourself, what would you say first?

6. What are some of the other things you would tell about your looks?

Writing. Suppose that you were Friday. Then Robinson would have written a very different description. Write that description. Take up one point after another as Robinson tells them, but change each one to fit yourself. Some of the things Robinson speaks of may be omitted altogether. Make the description no longer than necessary to give a clear picture of yourself.

A Guessing Game

The teacher will read each description without giving the name of the writer. The class will try to guess who he or she is. When a writer has been guessed, the class will say whether the description was particularly clear. Well-chosen adjectives help to give a clear picture.

Project. After the game has shown you how you might have written a better description of yourself, write another. This one will be for the class picture book. It must not only give a clear picture of you, but it must also be neatly and correctly written. A committee of pupils should take charge of making the

picture book and the cover. Do the following titles suggest a better one for the cover of the book?

Class Picture Book

A Collection of Old Photographs

A Book of Portraits

Our Own Portrait Gallery

What We Think of Our Looks

102. Spelling Troublesome Words

Notice after each numbered word below, another word or two in parenthesis. These are given to help you fix in your mind the meaning or the spelling (or both) of each numbered word.

1. heir (their)
2. fare ("fare, please")
3. pale (as a ghost)
4. pane (windowpane)
5. reign (of the king)
6. quite (kite, write)
7. accept (acceptance)
8. whether (to go or not)
9. profit (profitable)
10. principle (a rule)

STUDY

Let the following questions guide you in your study of the troublesome words above. Silently read and answer each question and follow the directions.

1. Look in the dictionary for the meaning and the pronunciation of *heir*. Notice that it is spelled just like *their* without the *t*. Can you see the word when you close your eyes?

2. In the same way study each of the other words.

3. Can you make a sentence containing three or more of those ten numbered words?

4. Make other sentences — as few as possible — using the remaining words in the list.

Writing. In three or more sentences use the ten words you have been studying. Each word should be used in a way that brings out its meaning. Of course it should be spelled correctly. Several pupils may write their sentences on the board.

Correction. After the sentences on the board have been corrected by the class, ask a classmate to help you find and correct any mistakes in the sentences you have written on paper.

103. The Principal Word of the Predicate of a Sentence

Exercise 1. Using the first of the numbered groups of words below as the subject of a sentence, add a predicate (1) of one or two words, and (2) of half a dozen or more words.

2. In the same way add predicates to each of the other groups.

1. Robinson Crusoe
2. The young Indian
3. The lost aviator
4. Her story
5. The boy's speech
6. Her clear voice

The predicate of a sentence may be long or short; but no matter how long it is, there is always one word in it that is the principal word.

The principal word has been left out of the predicate of the following sentence:

The old man ____ about the story.

Now the sentence no longer means anything. It does not tell a complete thought. It is no longer a sentence. But it becomes a sentence and makes sense when we add an important word:

The old man *inquired* about the story.
The old man *laughed* about the story.
The old man *thought* about the story.
The old man *told* about the story.
The old man *worried* about the story.

The word we added is the principal word of the predicate. As you see in these sentences, the principal word of the predicate tells what the subject of the sentence does (or did) — he *inquired*, he *laughed*, he *thought*, he *told*, he *worried*.

Exercise. Name the subject of each of the following sentences. Name the predicate; then name the principal word of the predicate. In some of the sentences this is in italics. Point it out in every sentence.

1. The old man *laughed* over the amusing picture.
2. The old man walked with his friend in the woods.
3. The old man sang to himself by the window.
4. The old man shot twice at the suspicious object.
5. The old man agreed with his son.
6. Several brown birds *sang* in the garden.

7. Several brown birds sang in the garden every morning.
8. The schoolgirl *danced* happily about in the room.
9. The schoolgirl hummed to herself in the room.
10. The schoolgirl studied by herself in the quiet room.
11. The circus *entered* the town in the early morning.
12. A wall surrounded the town.
13. The girls sketched several buildings in the town.
14. An airplane *buzzed* far up in the sky.
15. An airplane burned far up in the sky.
16. The whistle blew long and noisily.
17. The whistle stopped suddenly after a minute or two.
18. The animal fought fiercely.
19. The animal escaped in the brush quite easily.
20. The animal waited quietly among the bushes.

104. Verbs

In the sentences you have just been studying did you notice that the principal word of the predicate is always a word like *waited, fought, blew, buzzed, danced*? This kind of word is called a **verb**.

Verbs like *danced, shouted, buzzed,* and *fought* express much action. All verbs do not express so much. Some, indeed, express very little action. Notice those in the following sentences:

1. They *live* by the river.
2. The girl *has* a new dress.
3. The flower *smells* sweet.
4. The farmer *appeared* old.

5. The weather *continued* pleasant.
6. The stranger *looked* friendly.
7. The water *seems* warm.
8. This man *is* my father.
9. My father *was* in town yesterday.
10. I *am* here.
11. Those children *have* balloons.
12. The stranger *looks* suspicious.
13. Five airplanes *were* in the field.
14. One airplane *is* there now.
15. The pilot *was* here yesterday.

Exercise. 1. Name the subject and the predicate of each of the sentences above. The verb is in italics.

2. Point out the verb in each of the following sentences. Tell whether it expresses much action or very little.

1. The swimmer leaped into the water.
2. The captain stood on the deck.
3. The women screamed.
4. One of the women is here.
5. She seems perfectly well.
6. The grocer sells sugar.
7. His wife scrubbed the counter clean.
8. His children are in school.
9. One of his boys quarreled with another boy.
10. The two boys fought in the schoolyard.
11. The two boys are sorry now.
12. The principal scolded them roundly.
13. The two boys look untidy.
14. The conductor lives in that house.
15. The wind wrecked our neighbor's garage.

Sometimes a group of two or more words does the work of a single verb. That is true in some of these sentences:

1. John *lives* here.
2. John *is living* here now.
3. John *has lived* here many years.
4. John *has been living* here many years.
5. John *will be living* here another year.

We may give the name *verbs* to groups like *has lived* and *will be living*. They are also called verb phrases.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the verb.

1. The girl worked in her garden.
2. Several sailors were talking together.
3. The snow fell thick and fast.
4. The flakes are falling now.
5. The snowflakes will be falling in the morning.
6. A Spanish soldier stood at the entrance of the palace.
7. The Americans rushed forward toward the doors.
8. The American flag was flying over the fort.
9. A team of horses was running away.
10. This horse belongs to me.
11. My aunt's parrot screamed.
12. That parrot is screaming much of the time.
13. The airplane was lost in the Atlantic Ocean.
14. Two children were in it with their father and mother.
15. They landed on the wild shore of an island.

16. No one lived there.

17. A stone house had been built on it years before by an unknown person.

18. The climate was most agreeable.

19. Many strange birds flew about.

20. One day a huge airplane passed overhead too high for a signal.

A word that tells what the subject of the sentence does is called a verb.*

105. Telling the Story of a Picture

There can be no doubt about it, that huge airplane has just been wrecked. How lucky the occupants are, nevertheless. They might have been wrecked far away from any land. It looks as if they had not been hurt. That level beach saved them. But where are they? And who are they?

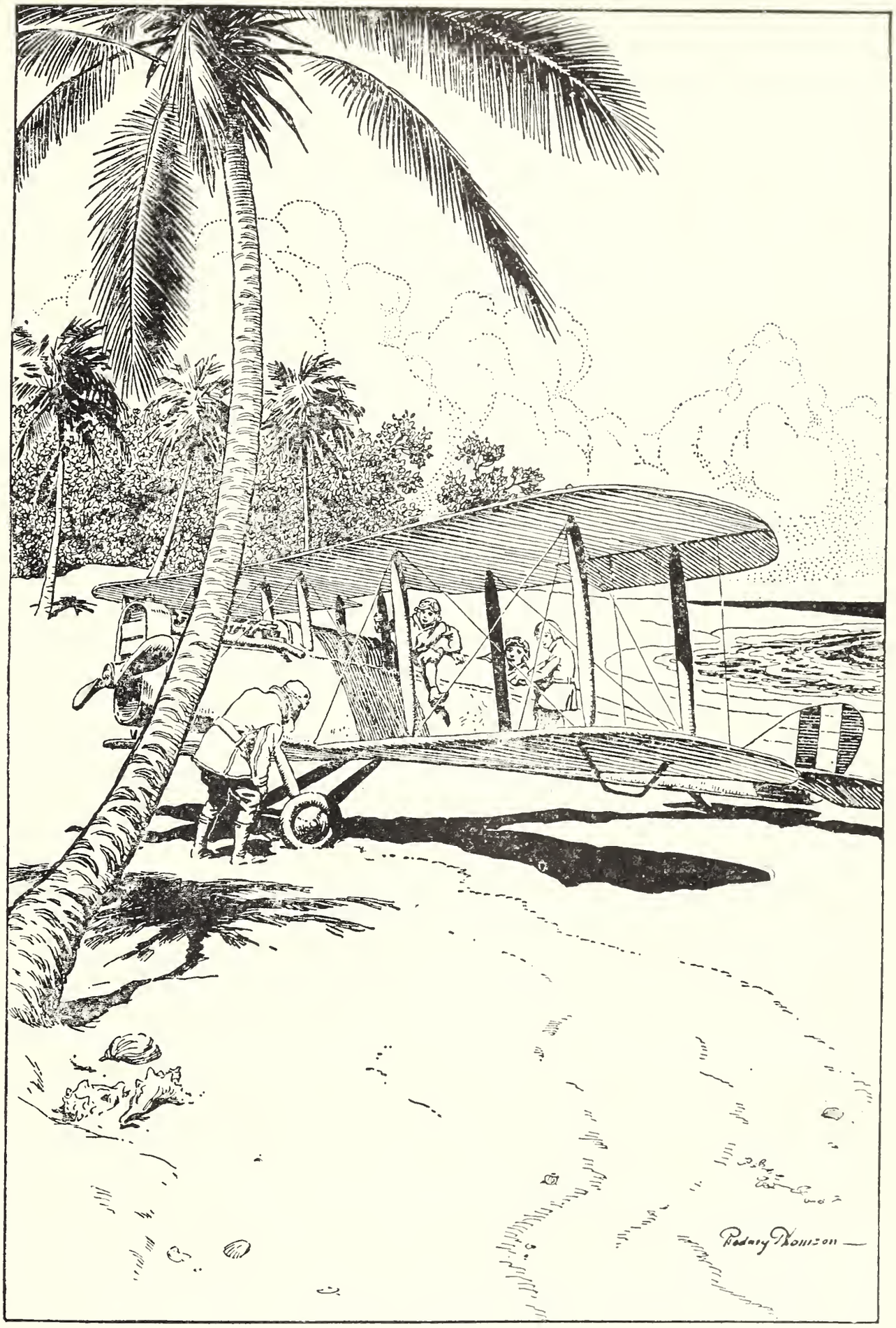
Class Conversation. Talk over these questions with your classmates:

1. Who are the four persons getting out of that wrecked airplane?

2. Where were they going when the accident happened?

3. Could it be that they were crossing the Atlantic in order to be the first family to make that long and dangerous flight?

* Provisional definition. See Teachers' Manual.


Rodney Thomson

4. What kind of trees are those just back of the shore?

5. Does it seem likely that anybody will ever be able to find them in this out-of-the-way place?

STUDY

As you study the picture and prepare yourself to tell a story about it, silently read and answer the following questions:

1. Where will you begin your story — with the wreck of the airplane or with the planning of the trip long before that?

2. What names will you give the boy and the girl? They are just about your own age, are they not?

3. What are some of the things that might happen after these four people have got out of the airplane and looked around awhile?

4. Is it possible that they will spend the rest of their days on that island, if it is an island?

5. How are they more fortunate than Robinson Crusoe?

6. In what way can you think of their being rescued?

7. With what promising sentence will you begin your story?

A Continued Story

Speaking. 1. The whole class is to tell this story, one pupil after another telling a part and each beginning where the other left off. The order of the speakers may be decided by drawing numbers. Perhaps each story-teller should be allowed a certain

number of minutes. If the story begins with the planning of the trip and continues through many adventures on the island to the time when the two children and their parents are rescued, if they are ever rescued, there will be so much to tell that every pupil in the class will have a part in the telling, and it may take more than one day.

2. The story may be told several times, with the speakers in different order. The happenings in the story need not be the same each time.

After the second or third time, perhaps you will wish to invite the pupils of another room in to hear you.

Inventing a Title

Class Conversation. Suitable titles may now be suggested for both picture and story. Perhaps one title will fit both. The class will talk these over. The best ones may be written on the board. Which words in them should begin with capital letters? Can you invent better titles than the following?

The American Family Robinson

An American Family Playing Robinson Crusoe

Plane Wrecked on a Golden Island

106. Correct Usage: Verbs

Perhaps you did not know that you were studying verbs when you were learning the correct use of *saw* and *seen*, *did* and *done*, and others like them. These

will now be studied again, together with one pair of verbs that has not yet been taken up, *tore* and *torn*.

Notice the correct use of *tore* and *torn* as shown in these sentences:

1. She *tore* her handkerchief. (NOT She *torn*)
2. Her handkerchief *is torn*. (NOT handkerchief *is tore*)
3. She *has torn* it before. (NOT She *has tore*)
4. I *have* not *torn* mine. (NOT I *have* not *tore*)
5. When *was* it *torn*? (NOT When *was* it *tore*?)

The verb *tore*, you see, should not be used with helping words, such as *is*, *was*, *has*, *have*, *had*. These helping words are used with *torn*, which needs help, as shown in these groups:

1. is torn
2. was torn
3. has been torn
4. is not torn
5. was not torn
6. have torn
7. had torn
8. has torn
9. has not torn
10. have not torn

Exercise. 1. To accustom your ears and tongue to the correct verb forms, repeat the ten groups of words above several times as rapidly as you can without speaking indistinctly. Read the list until you can almost say it from memory.

2. Give sentences containing the ten groups above.

Test. Write rapidly on a sheet of paper the correct word from each numbered parenthesis in the sentences on pages 257 and 258. First of all, write the numbers 1 to 35 on your paper.

1. I (**saw** [1] **seen**) that my coat was (**tore** [2] **torn**).
2. Who has (**tore** [3] **torn**) my coat? Who (**did** [4] **done**) it?
3. I have never (**tore** [5] **torn**) my coat before.
4. It was (**lying** [6] **laying**) on the grass.
5. Somebody (**come** [7] **came**) and (**tore** [8] **torn**) it.
6. Perhaps Fido (**came** [9] **come**) and (**torn** [10] **tore**) it.
7. It was not (**torn** [11] **tore**) before he (**come** [12] **came**).
8. Where has Fido (**went** [13] **gone**)? Have you (**saw** [14] **seen**) him?
9. He has (**ate** [15] **eaten**) the sleeve of my coat.
10. Then he (**ran** [16] **run**) away and (**drank** [17] **drunk**) water.
11. I shall (**teach** [18] **learn**) him a lesson.
12. Where (**was** [19] **were**) you when you (**saw** [20] **seen**) him?
13. (**May** [21] **Can**) I go with you? (**Can** [22] **May**) you read Spanish?
14. He (**don't** [23] **doesn't**) know Spanish. We shall have to (**learn** [24] **teach**) him.
15. Have you ever (**spoke** [25] **spoken**) or (**written** [26] **wrote**) that language?
16. The water was (**frozen** [27] **froze**) and the pitcher was (**broke** [28] **broken**).
17. (**Sit** [29] **Set**) here while I (**learn** [30] **teach**) you.

18. Someone has (**threw** [31] **thrown**) a stone at our window.

19. When I (**came** [32] **come**) to school the last bell had (**rung** [33] **rang**) and the first song had been (**sang** [34] **sung**).

20. Have you ever (**sang** [35] **sung**) that song?

If your score in this test is perfect, skip the following drill and give your spare time to "Class News and Views." If you made mistakes in the test, you need the following drill.

Drill in Correct Usage. Read the drill sentences on pages 257 and 258, choosing the correct words as you read and increasing your speed with each reading until you have an excellent record.

° *Class News and Views (9)*

Could the most interesting items on each weekly bulletin board be saved in a book on the pages of which they would be pasted? Who would be on the committee to make the selections? Could you give an entire number of the bulletin board to comical items under the heading "Lost"? What do you think of giving this number one of the following names?

The Class Exchange

Have You Heard?

Listen

107. Letter Writing

You, your brother or sister, and your parents have now been on that lonely island, like four Robinson Crusoes, several years, and no one has appeared to rescue you. Although your father has repaired the airplane, you cannot fly to America or Europe because you have no gasoline. What to do? One day you have a clever idea. You decide to write a letter, to seal it in a bottle, and to throw this into the sea in the hope that it may be carried by the waves to where someone will see it and fish it out.

STUDY

Prepare yourself to write that letter by silently reading and answering the following questions:

1. What heading will you write for your letter?
2. To whom will you address the letter? What greeting will you use?
3. What is the most important thing for you to say in that letter?
4. With what promising sentence will you begin?
5. Can you think of a suitable ending?
6. How will you sign the letter?

Writing. Write your letter. You do not know who will find and read it. Whoever he is, you do not want him to think that you cannot write a neat and correct letter. Possibly, when your surprising letter is found, if it is ever found, it will be printed in all the newspapers of the world. Think of that! If there is

anything that you do not remember about the writing of a letter and its different parts, look it up in this book before you go on.

Correction. With a classmate, read your letter, as well as his, for mistakes and correct these.

Finding the Letter in the Floating Bottle

Instead of sealing your letter in a bottle and throwing this into the ocean, drop your letter into a basket on the teacher's desk. When all the letters are in the basket, each pupil may draw one out as if he were fishing it out of the water. How surprised you will be to learn what has happened to your long-lost classmate! If you have received an entertaining letter, read it aloud to the class.

Writing. Lose no time in writing to your friend in distress. Tell him how you mean to rescue him. But how is your reply ever to reach him? By the same route that brought his letter to you, the sealed-bottle route. The best of these letters should be read aloud or made a part of your weekly or monthly bulletin board.

108. Reading a Poem Aloud

Read this poem to yourself several times, enjoying more and more the picture it gives you. Then, with one or more classmates, practice reading it aloud until you can do so both clearly and pleasantly. Last of all, read it to the entire class for their enjoyment.



THE FLOATING BOTTLE

Daisies *

Over the shoulders and slopes of the dune
I saw the white daisies go down to the sea,
A host in the sunshine, an army in June,
The people God sent us to set our heart free.

The bobolinks rallied them up from the dell,
The orioles whistled them out of the wood;
And all of their saying was, "Earth, it is well!"
And all of their dancing was, "Life, thou art good!"

Bliss Carman

109. Explaining Things

Probably there is something that you can make or do very well, perhaps a little better than most boys and girls. How do you do it? What is the secret of your success? The class would surely like to know this, if you are willing to tell. Are you skillful at doing or making one of the following things?

1. Folding paper so as to make odd things such as caps, ships, boxes
2. Handkerchief tricks
3. Building and setting a rabbit trap
4. A skating trick
5. Saving a drowning person
6. Bicycle tricks
7. Sleight-of-hand tricks
8. Mixing and baking soda biscuits that everyone will praise

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9. Making some kind of homemade candy that is especially delicious
10. Catching fish
11. Training a dog to do tricks
12. Building a radio set
13. Making a kite that will fly
14. Repairing a tire puncture
15. Handling a car that is beginning to skid
16. Winning honors among the Boy Scouts
17. Winning honors among the Camp-Fire Girls
18. Making paper dolls
19. Making a pair of skiis
20. Making pancakes that everybody will praise

Speaking. When you have planned your explanation and know just what to say first, what next, what after that, and so on to the end, give it. Begin with a promising sentence that will catch the attention of your hearers and will make them wonder what you are going to say next.

110. Adverbs

Notice how the following five sentences differ:

1. I am going.
2. I am going there.
3. I am going now.
4. I am going there now.
5. I am going there quickly.

In all but the first sentence the verb *am going* has one or more words added to it. These words, *there*,

now, and *quickly*, tell where, when, and how I am going. They add to the meaning of the verb *am going*. It is easy to see why words of this kind have been called *ad*-verbs — **adverbs.**

The words in this list are adverbs:

here	then	loud	down
there	soon	distinctly	forward
everywhere	always	pleasantly	backward
again	far	cheaply	much
often	near	honestly	more
seldom	softly	today	enough
quietly	lazily	not	quickly

Exercise. 1. Which of the adverbs above tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

2. Remembering that a word used with a verb to add to its meaning is an adverb, point out as many adverbs as you can in the following sentences and tell about each one (1) with which verb it is used and (2) which of these four questions it answers:

Where?
When?
How?
How much?

1. They hunted everywhere for the child.
2. He had walked quietly away.
3. They returned soon and looked again.
4. I seldom go there.
5. He spoke loud, distinctly, and pleasantly.

6. The wind blows softly here.
7. The wind blew moderately.
8. The wind sometimes blows fiercely.
9. They danced much.
10. They will dance more soon.
11. The train has not traveled far.
12. They have talked enough.
13. He always mispronounces the word *athletics*.
14. The child fell down.
15. They often flew quietly by my window.
16. He spoke again pleasantly.
17. She spoke slowly, clearly, politely.
18. Then he answered calmly.
19. Now a young lady knocked at the door.
20. She stood there and bowed politely.
21. Do not go there.
22. You bought too much cloth.

3. Give several sentences of your own, containing some of the adverbs used above.

Words (like *then*, *now*, *here*, *quickly*) that are used to add something to the meaning of verbs are called adverbs.

111. Retelling an Explanation for Practice

For practice in speaking you have been retelling mostly stories. Now we shall use the following report of certain facts:

Some Effects of Tobacco on Growing Boys

Several years ago Professor Seaver, of Yale University, decided to do what he could to discover whether the use of tobacco has any special effect on growing boys. He was director of the Yale gymnasium, and for nine years he weighed and measured all the students who entered the university. He not only measured them in weight, in height, and in chest girth, but he also asked the age of each, and, most important of all, he asked whether they had smoked before coming to college. The answer to each question was carefully written down and kept as a record.

At the end of the nine years, when Dr. Seaver studied and compared these student records, he made several important discoveries. First of all he saw that, as a rule, the smokers who had entered Yale during that nine-year period were about fifteen months older than the non-smokers. This seemed to prove that the minds of the boys who smoked did not work so well as the minds of those who did not smoke, which, of course, explained their being older when they entered college. Then, as for the size of their lungs, it appeared that those of the average non-smoker could hold about five cubic inches more air than the lungs of the smoker. Again, the average height of the non-smokers was about one-third of an inch more than that of the smokers. This was especially surprising, for, as we have seen, they were younger and ought naturally to have averaged a trifle shorter.

The next thing to do was to examine the men who were already in the university. They were divided into two groups: first, those who never used tobacco; and, second, those who used it for a year at least. The records now showed how much the non-smokers surpassed the smokers while both were in college. In weight the non-smokers surpassed them ten per cent; in height, twenty-four per cent; in girth of chest, twenty-six per cent; and in lung capacity, seventy-seven per cent. That is, while both groups gained in weight, height, chest girth, and lung capacity during the college years, the non-smokers gained noticeably more, as indicated by the per cents of superiority just quoted.

As these measurements and comparisons went on, people were getting interested. Naturally, non-smokers were rather elated, while smokers were surprised and disgusted. Yet, after all, the mind counts most in a great university. If the smoker could prove that even though he lost in height and size, his mind had gained so much the more in keenness, of course the tables would be turned, and he would have a right to exult. Dr. Seaver, therefore, looked into the scholarship of the two sets of men. He found that out of every hundred of those who took the highest rank only five were smokers; while among the the rest of the students sixty out of every hundred smoked.

LUTHER H. GULICK, The Gulick Hygiene Series

Making an Outline

Class Conversation. Discuss the following questions with your classmates:

1. What is the main thought of the first paragraph of the report of Professor Seaver's work? What different measures and answers did he write in his record? Can you express the central idea of the paragraph in a sentence?

2. Do you think the first paragraph begins with a promising opening sentence? Does it give a clear idea of what the paragraph is about?

3. What do you think of the beginning sentence of the second paragraph? Does it give the main idea, or topic, of the paragraph?

4. What are the discoveries the second paragraph lists?

5. What are the guiding words in the second paragraph that help you to find the statement of each discovery?

6. What new question is taken up in the third paragraph? Does the beginning sentence tell this or not?

7. What is the main thought of the last paragraph?

Writing. Write four sentences, one for each paragraph of the report. Number your sentences. Several pupils may write on the board. The class will decide which group of four sentences best gives the thought of the entire report. That will be the best outline of the report.

Word Study

The following words are from the report. The number before each is the number of the line in which the word is to be found. Find each word in its sentence and try to give several words of the same or nearly the same meaning that could be used in its place. Consult the dictionary whenever necessary.

2	discover	29	surprising
3	special	31	trifle
4	effect	32	examine
8	girth	37	surpassed
9	important	45	indicated
12	record	46	superiority
14	compared	46	quoted
15	discoveries	49	elated
17	period	50	disgusted
22	explained	54	keenness
24	appeared	55	exult

Expressing the Same Thought in Different Ways

Speaking. 1. Express the thought of each of the following sentences in several different ways:

1. The answer to each question was carefully kept as a record.

2. Dr. Seaver studied and compared these student records.

3. He made several important discoveries.

2. In the same way practice retelling the thought of other sentences from the report.

Making a Report of Facts

Speaking. 1. After rereading the first paragraph of Dr. Seaver's report, close your book and retell it. Use any words of the writer that you may remember or use your own. The main thing is to tell what is in the paragraph and to do this in clear and correct English.

PRACTICE

The class will watch to see what you need to learn to do in order to speak better. After thinking these criticisms over, try to retell the paragraph better. Try to avoid doing again the things that have been pointed out to you as bad.

2. In this way use also the second paragraph for practice in speaking; the third; the fourth.

Team Speaking. Teams of four pupils each may practice retelling the report, each pupil telling a paragraph. After sufficient practice they may have a contest to which visitors may be invited.

112. More about Adverbs

You already know that words that are used with verbs to add to their meaning are called adverbs. In each of the following sentences one or more adverbs add something to the meaning of the verb:

1. What is the driver doing now?
2. He is only standing there.
3. Several young ladies bowed politely.

4. They bowed again and again.
5. He seldom runs fast.
6. The truck backed clumsily, slowly, noisily.
7. They had traveled far.
8. They had traveled there together.
9. The Indians moved along singly, noiselessly, rapidly.
10. The soldiers followed them eagerly, excitedly.

Exercise. Name the verb in each of the preceding sentences. Then tell what adverb or adverbs belong to it.

Adverbs do more than help verbs. Some adverbs also add to the meaning of adjectives. The following sentences show such adverbs, in italics:

1. It was a *very* pretty doll.
2. The man was *very* tall.
3. He was *so* tall.
4. A *slightly* green mark was on his hand.
5. The price was *too* high.

There is still another thing that adverbs do; they add to the meaning of other adverbs. Notice the adverbs *very* and *so* in these sentences:

1. The fish swam *very* swiftly.
2. My friend will arrive *very* soon.
3. She sang *so* well.

Exercise. Point out each adverb in the following sentences and tell whether it adds to the meaning of a verb, of an adjective, or of another adverb:

1. The firemen climbed up.
2. The firemen then crawled up on the roof.
3. One of them swung lightly to a window.
4. He made his way along very carefully.
5. The very careful fireman moved very cautiously.
6. It was a most pleasant afternoon.
7. Suddenly some shouts were distinctly heard.
8. The call was very distinct.
9. Help was badly needed then.
10. The doctor could be seen here, there, and everywhere.
11. He was a very active person.
12. His hair was somewhat gray.
13. She visited here once.
14. She visited here only once.
15. She talked most entertainingly about her travels.

Words (like *soon*, *very*, *too*, *gladly*, *rapidly*) that are used to add something to the meaning of verbs, adjectives, or adverbs are called adverbs.

113. Letter Writing

There are two things to remember when one writes or answers a letter of complaint: (1) to make one's explanation clear, and (2) to be fair and polite.

Edith Crawford and William Sampson, two sixth-grade pupils, wrote each other as follows:

178 Fountain Avenue
Cripple Creek, Colo.
April 23, 1930

Sampson Radio Supply Co.
3343 North Wabash Avenue
Chicago, Illinois

Dear Sirs:

I am sorry to report that the Silvertone Loud Speaker shipped to me last week arrived badly scratched. What shall I do?

Very truly yours,
Edith Crawford

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago, Illinois

April 28, 1930

Miss Edith Crawford
178 Fountain Avenue
Cripple Creek, Colo.

Dear Madam:

We regret that the Speaker was scratched. May we ask you to return it at our expense? A new one is already on its way to you.

Very truly yours,
William Sampson

Class Conversation. Discuss the following questions with your classmates:

1. Are both letters correct as to letter form?

2. Which of the two letters do you like better? Why?

3. Is there anything that you would have added to the first letter?

4. Is there anything that you would have added to the second letter?

5. What are some of the words in both letters that show politeness?

6. Is the explanation in each letter perfectly clear?

STUDY

Silently answer the following questions to prepare for the letter writing to come:

1. To whom will you write, and what business will you pretend that he or she is conducting?

2. What has he shipped you that is unsatisfactory? Does this list give you an idea?

a box of ribbons	a fountain pen	a camping outfit
a tennis racket	a tool	stamps for your collection
a canoe	a baseball mit	a pocket microscope

3. How is the article unsatisfactory? What is it that you want your dealer to do?

Writing. Write your letter of complaint, not telling anyone who it is to whom you are writing or in what business you suppose him to be engaged. All that is to be a secret for the present.

Correction. Your letter will not be delivered unless it is both correct and neat. You remember how the class postmaster and his assistants feel about those

things. Therefore, do not mail your letter until you have carefully reread and corrected it.

Writing. The most interesting letters will be read aloud for the entertainment of the class. After that each pupil will write a polite reply to the complaint he has received.

Both letters called for in this section should be properly enclosed in envelopes correctly addressed. See how the parts of this address are arranged:

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago
Illinois

114. Telling Adjectives from Adverbs

It is easy to tell an adjective from an adverb if you keep one thing in mind. That one thing is this: an adjective belongs to a noun, but an adverb belongs to a verb. Sometimes, also, an adverb belongs to an adjective or another adverb, but never to a noun.

The following easy sentences show the difference between adjectives and adverbs. Each adjective is printed with one line under it; each adverb with two lines.

1. The short man puffed violently.
2. His red cheeks wobbled noticeably.
3. His very red cheeks wobbled very noticeably.
4. His short legs moved over the ground fast.
5. His bright eyes sparkled very brightly.
6. Many happy boys shouted long and loud.
7. Several pretty girls joined cheerfully in the fun.
8. Gay flags were flying brightly from the buildings.
9. A brass band played constantly.
10. The noisy crowd enjoyed itself very much.

Exercise. 1. In those ten sentences which noun does each adjective point out or describe?

2. Tell to which verb, adjective, or other adverb each adverb belongs. Have you noticed that many adverbs end in *ly*?

In the numbered sentences below, the adjectives and adverbs are not underlined. You will have to tell each from the kind of work it does in its sentence.

Exercise. 1. Point out the adjectives and tell to which noun each belongs.

1. It was a black and dirty street on which I was slowly walking.
2. No sidewalks and no lights were there.
3. Heavy rain had been falling lately.
4. Many men plodded along patiently beside me.
5. Their tin lunch pails rattled slightly.
6. The noisy whistle screamed unexpectedly.
7. A cold north wind blew straight in from the lake.
8. The big iron gate swung slowly open.

9. I cautiously followed my silent guide.

10. We made our way through a long, somewhat hot tunnel.

11. We soon came to an iron stairway.

12. We then stepped out upon a steel floor.

13. He surely was a good fellow, clean and honest.

14. I trundled the iron wheelbarrow back and forth.

15. My heavy shoes thumped noisily on the hard pavement.

2. Point out the adverbs and tell to which verb, adjective, or other adverb each belongs.

115. A Debate

Did you know that you have been debating for years? Whenever you have differed from someone and have tried to prove to him that he was wrong and that you were right, what have you done? You have done two things: you have given reasons for thinking as you did, and you have tried to show that the reasons on his side were not good reasons. This is debating. To be sure, in a debate before an audience there are certain rules that it is best to follow.

Stating the Question

One of the rules tells how the question for debate should be stated. The question should not be stated as follows:

> Which season of the year gives children more and better chances for good times — summer or winter?

Instead, the statement should be like this:

> *Resolved*, That summer gives children more and better chances for good times than winter.

Affirmative and Negative

There are two sides to every question. One of these is called the affirmative side. The other is called the negative side. The affirmative side tries to prove the question. In the case of the question above, the affirmative side would take the part of summer. It would try to prove that summer is the better season for good times. The negative, on the other hand, would take the part of winter.

Two or three pupils are usually chosen for each side. The debate is opened by the first speaker on the affirmative, who is followed by the first speaker on the negative. Then follow in order the second speaker for the affirmative, the second speaker for the negative, the third speaker for the affirmative, and the third speaker for the negative. Sometimes the first speaker for the affirmative is allowed a minute at the end in which to close the debate.

The Judges

Several pupils, say three, may be appointed judges, or the entire class may so act. Their duty is to decide whether the affirmative or the negative won the debate. In reaching this decision they take into account two things: (1) the reasons or arguments offered by

each side, and (2) the manner in which the arguments were presented — whether clearly, pleasantly, in good English, in good order, without too many *and's*, with a promising beginning sentence, and so on.

Preparing for the Debate

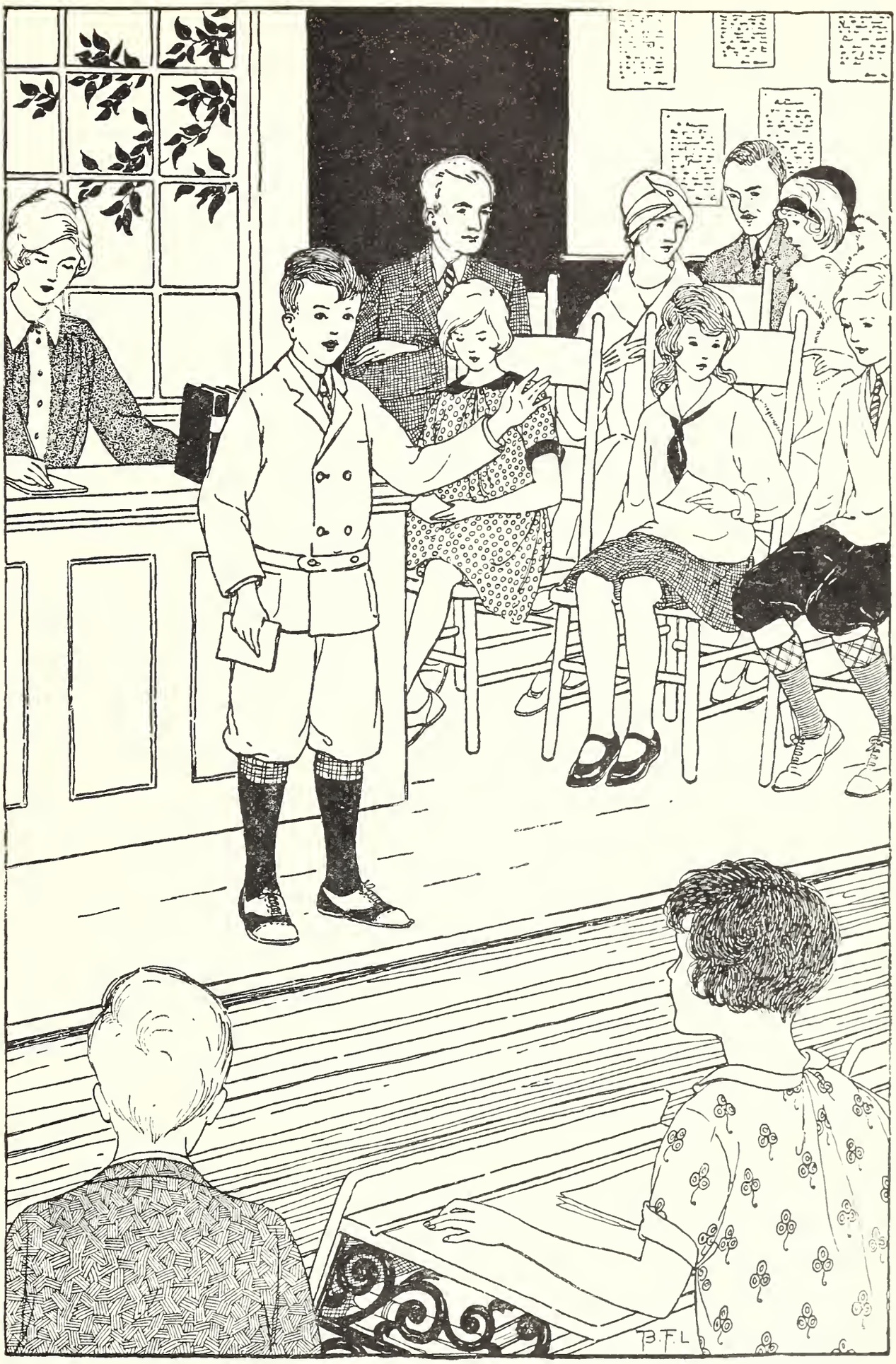
Before you talk on a question, you must have time to think about it. At first you may favor one side. After considering the question awhile, however, you may find that you have changed your mind.

STUDY

Prepare yourself for the debate by silently reading and answering the following questions:

1. What are some of the good times that you can have in summer but not in winter?
2. What kinds of fun does winter provide that you cannot have in summer?
3. In which season of the year is the vacation longer?
4. Do you have good times in school also? Should these be considered in the debate?
5. Which kind of fun do you like better — summer fun or winter fun?
6. With what promising sentence would you begin a talk for the affirmative? for the negative?
7. What side of the question will you take? Why?

Speaking. Give a short talk on the question for debate. The class will choose the best three speakers on each side to debate the question.



THE DEBATE

Debating

Let each of the two teams of debaters meet by itself and decide which arguments each speaker is to present. Let the debaters practice stating their arguments. Let them practice showing that the arguments for the other side are not so strong as the other side thinks. Let the judges be selected and the number of minutes decided which each speaker may have.

Speaking. When all is ready, let the debate begin. Let one speaker follow another as described on page 277.

PRACTICE

After the judges have announced their decision, the class may give its opinion of the debating. Now, both for practice and for fun, the debate may be given again. Will you have the same speakers or two other teams?

116. Pronouns

Do you know what these little words — *I*, *you*, *he*, *she*, *it* — and others like them are used for in sentences? You can find the answer to this question by comparing the following two paragraphs:

I

Mary said, "Mary has Mary's books in Mary's school bag." Mary asked Frank, "Has Frank's friend George, George's knife in George's pocket?" Frank answered, "George has George's knife in George's pocket."

II

Mary said, "I have my books in my school bag." She asked Frank, "Has your friend George his knife in his pocket?" He answered, "George has it in his pocket."

Exercise. Tell what noun in the paragraph at the foot of page 280 is referred to by each *I*, *my*, *she*, *he*, *his*, *your*, and *it* in the paragraph above.

These little words that are used *for nouns*, that is, in the place of nouns, are called **pronouns**. The *pro* part of the word *pronouns* means "for."

There are not many pronouns. Some of them are:

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

Exercise. 1. Use in a number of sentences several pronouns from the list above. Some of the sentences may be written on the board and a line drawn under each pronoun. Tell for what noun each pronoun stands, if you can.

2. Point out as many pronouns as you can in the following sentences, and name the noun for which each stands:

1. Mary, Frank, and his brother Fred went to her house.

2. "Come along with us, Sue," they called to me.

3. I said, "I shall have to ask my mother first."

4. My mother said I might go with them.

5. She told me not to stay long.
6. At Mary's house we looked at her stamp collection.
7. It was a very interesting collection.
8. "Where did you get these stamps?" Fred asked her.
9. "My uncle sent me many of them," she answered.
10. "He travels a great deal, you know."
11. Her uncle is very fond of her, I think.
12. She is lucky to have an uncle who sends her things.
13. The two boys soon left for their own home.
14. It is on another street whose name I have forgotten.
15. When I left I asked Mary to come to my house.

3. Read the fifteen sentences above, but in the place of each pronoun read the noun or nouns for which it stands. Notice how awkward the sentences now are. Notice how hard it is to express one's thoughts without pronouns. Small as they are, it is clear they do an important work.

A pronoun is a word used instead of a noun.

117. Correct Usage: *I*, *he*, *she*, *we*, and *they*

Five pronouns that are often used incorrectly are named above. Last year you may have learned a jingle about them, but you did not then know that

they are pronouns. The jingle is repeated here to refresh your memory:

> Learn about five words today:
> *I*, *he*, *she*, *we*, also *they*
> After *is* or *was* you say.
> Say this: "It is *I* or *he*,
> It was *they* or *she* or *we*."

From this jingle we see, if we do not already know it, that the following sentences show the correct use of those five troublesome words:

It is (or was) *I*.	(NOT It is (or was) *me*.)
It was either *he* or *she*.	(NOT *him* or *her*)
It wasn't *we* that did it.	(NOT wasn't *us*)
It's not *they*.	(NOT It's not *them*.)

Test. Opposite each of the twenty-four numbers that you will write on a sheet of paper, write the correct word from each of the twenty-four parentheses in the following sentences:

1. Was it (**he** [1] **him**) that (**did** [2] **done**) this?
2. Was it you or was it (**her** [3] **she**) that saw him?
3. I think it was not (**him** [4] **he**). It was not (**she** [5] **her**).
4. It was (**them** [6] **they**). It was not (**he** [7] **him**).
5. It was not (**me** [8] **I**). I'm sure it wasn't (**I** [9] **me**).

6. Isn't that (**him** [10] **he**) in the tree? It is (**he** [11] **him**).
7. I see that it is not (**her** [12] **she**).
8. It was (**us** [13] **we**) that saw him in the tree.
9. We saw that it was (**him** [14] **he**) in that tree.
10. We also saw that it was not (**she** [15] **her**) who did it.
11. Wasn't it (**them** [16] **they**) that laughed so much?
12. It wasn't (**they** [17] **them**), and it wasn't (**me** [18] **I**).
13. If it wasn't (**her** [19] **she**), it was (**he** [20] **him**).
14. Who said it was (**me** [21] **I**)? It wasn't (**I** [22] **me**).
15. It is (**she** [23] **her**) that says it was (**them** [24] **they**) who did it.

Drill in Correct Usage. As you read the preceding drill sentences aloud several times, select the correct word from each parenthesis. Increase your speed after the first readings, without making mistakes or pronouncing indistinctly. Perhaps the teacher will time you after you have practiced awhile.

118. Another Debate

Does the following question make you want to argue?

Where is it better for boys and girls to live — in the country or in the city?

The first thing to do is to put the question in proper form for debate, as follows:

Resolved, That it is better for boys and girls to live in the country than in the city.

STUDY

Prepare yourself for the debate by silently answering these questions and following the directions:

1. Begin by reading again what was said about debating on pages 276–280.
2. What are some of the pleasant things about life in the country?
3. Where would you rather go to school — in the country or in the city? Why?
4. What are some of the advantages of life in the city?
5. What is the strongest argument for living in the city?
6. What is the strongest argument for living in the country?
7. Which side will you take?
8. With what promising sentence will you begin your talk?

Project: A Debate in which the Entire Class Takes Sides. Let all those who prefer the country to the city meet and select three of their number to debate the question with three debaters chosen in the same way by those who prefer city life. You see, the class will be divided into two opposing camps or parties.

Each camp or party may prepare for the debate by doing one or all of these things:

1. Choosing a name for your camp or party.
2. Planning and making a banner. (What will you print on that banner?)
3. Designing and making badges. (What will you print on the badges?)
4. Thinking of good arguments to give to your three debaters.
5. Listening to your debaters talk on the question, and pointing out to them how they may be able to do better.
6. Training one or two other teams of debaters to take the place of those already chosen, if the latter should not do as well as you expected.
7. Making posters to advertise the debate and to invite outsiders to come ("admission free").
8. Writing letters of invitation (for this, see the following section).

Debating. Each speaker will state his case as well as he can. He knows, as do the judges, that two things count: (1) the arguments, and (2) good speaking.

119. Letter Writing

Since the debate, with the entire class divided into enemy camps, will be an important event, you will probably wish to invite your parents to it, as well as other persons outside the school.

You will wish to be particularly careful that your letter of invitation contains no mistakes.

STUDY

As you study alone, planning your letter of invitation, let the following questions help you.

1. What pleasant thing can you say in your letter that will make the person glad who receives it? Do you see anything of that sort in the letter below?

2. As your letter of invitation is of course not a business letter, how will it differ from one?

3. What ought a letter of invitation to be very careful to say exactly? Does the letter below say it?

4. Can you think of a promising first sentence with which to begin your letter? What do you think of the one in the letter below?

Martin's Letter to His Uncle Peter

Henry Clay School
Lexington, Kentucky
May 6, 1930

Dear Uncle Peter:

This is a very special invitation to you to come to hear your nephew debate in public next Friday afternoon, May 10, at two o'clock. Next to my father and mother, who will be invited too, there is nobody whom I would rather ask than you. You are my only uncle and my favorite one. Please come.

Your loving nephew,
Martin

Writing. Write your letter or letters of invitation. Write the address on the envelope. If you do not remember exactly how to do this, turn to page 187. Do not forget the period after *Mr.* and *Mrs.*

Correction. Can you trust yourself to find every mistake in your letter without the help of a classmate? Try to do this. Then ask a classmate to look your letter through to make doubly sure.

120. Prepositions

Different kinds of words do different kinds of work in sentences. We shall now study the words *into*, *of*, *to*, *at*, *from*, and others like them, in order to find out how they help us to express our thoughts. See them at work in the following sentences. Each is printed in italics to attract your attention.

1. The book lies *on* the table.
2. The book lies *under* the table.
3. The book lies *against* the table.
4. The book lies *behind* the table.

In each of these sentences the word in italics makes clear where the book lies. Read the sentences without the words in italics and see how much these words are needed to help make the meaning clear.

Words like *on*, *under*, *against*, and *behind*, as used in those four sentences, are called **prepositions.**

There are not many prepositions. Most of those commonly used are given in this list:

above	behind	during	through
across	below	for	to
after	beneath	from	toward
against	beside	in	under
along	besides	into	until, till
among	between	of	upon
around	beyond	on	with
at	by	over	without
before			

A preposition is usually the first of a group of words that belong together, as

on the table	*on* the road
under the chair	*for* the girl
against the wall	*for* you
behind the car	*for* me
in the water	*for* our country

The noun or pronoun that follows the preposition is called the **object of the preposition.** In the group *on the table, table* is the object of the preposition *on*; in the group *against the wall, wall* is the object of the preposition *against*; and in the group *for you, you* is the object of the preposition *for.*

Exercise. Pick out the prepositions in the following sentences and name the noun or pronoun that is the object of each:

1. This letter is for him.
2. That letter from him is for me.
3. The book on the table is from my father.
4. The book on the table belongs to my father.

5. The flag above the building waved in the air.

6. The flight across the Atlantic succeeded beyond expectation.

7. The honors were all for him.

8. He stood before the President on the platform.

9. During the war many men went to the front.

10. I cannot see beyond that hill.

11. We drove across the bridge and into the town.

A preposition is a word that shows the relation between the noun or pronoun which is its object and some other word.

121. Correct Usage: Prepositions

Notice the following correct uses of prepositions. The incorrect uses are shown in the parentheses.

1. Is your mother *at* home? (NOT *to* home)

2. My mother sat *beside* me.

3. *Besides* us there was no one that could drive the car. (NOT *Beside* us)

4. *Among* the three there was only one honest man. (NOT *Between* the three)

5. *Between* you and me there can be no secrets.

6. We crawled *into* the cave and hid in it. (NOT *in* the cave)

7. The hunter stood *behind* the bush. (NOT *in back of* the bush)

8. *Beside* him stood his son. (NOT *Alongside of* him)

9. Keep *off* the grass. (NOT *off of* the grass)
10. He walked *to* the station. Now he is *at* the station.
11. The path leads *across* the marsh. (NOT *acrost* the marsh)

Exercise. Make sentences containing the prepositions in italics. Some of the sentences may be written on the board.

Test. After writing the numbers 1 to 24 on a sheet of paper, write after them the correct words from the parentheses below. Correct your list in the usual way.

1. There was not an athlete (**between** [1] **among**) the dozen.

2. Please lift that box (**off** [2] **off of**) the chair.

3. He sat down (**besides** [3] **beside**) me.

4. No one (**beside** [4] **besides**) them can do this work.

5. The airplane flew (**across** [5] **acrost**) the river.

6. He opened the door and jumped (**into** [6] **in**) the car.

7. That mischievous boy is (**into** [7] **in**) the kitchen again.

8. He dove (**in** [8] **into**) the river.

9. He dove (**off** [9] **off of**) the bridge (**into** [10] **in**) the water.

10. What is that (**in back of** [11] **behind**) that tree?

11. He was standing (**beside** [12] **alongside of**) his horse.

12. Since you and I are friends, (**among** [13] **between**) us there can be no trouble.

13. My mother sat (**besides** [14] **beside**) me in the hammock.

14. (**Beside** [15] **Besides**) us there was no one who saw the animal.

15. Who is the strongest (**among** [16] **between**) those three?

16. Is your brother (**to** [17] **at**) home? Was he (**at** [18] **to**) home yesterday?

17. I saw your sister going to school. Is she (**at** [19] **to**) school today?

18. Is she (**to** [20] **at**) home or is she (**at** [21] **to**) school now?

19. Is anyone (**to** [22] **at**) home (**beside** [23] **besides**) your mother?

20. Place the shovel (**alongside of** [24] **beside**) the rake.

Do you need the following drill? If the test says not, go at once to "Stop, Look, Read," below.

Drill in Correct Usage. As you read the preceding sentences aloud, select the correct words from those in the parentheses. Increase your speed, but remember that only correct and distinct reading counts. Perhaps the teacher will time you.

° *Stop, Look, Read* (*10*)

What, do you think, would make interesting reading in the coming number of the bulletin board? Possibly an

entire bulletin board given over to "Help Wanted" advertisements would prove amusing both to writers and to readers.

122. Telling the Story of a Picture

What is it that those three children in the picture on page 295 see as they round the bend of the shore in their canoe? Even the dog is excited. What can it be?

STUDY

Perhaps the following questions will help you in your silent study as you try to make an interesting story for the picture:

1. What names will you give to those three children and the dog?
2. How do they happen to be in this canoe on this pretty lake?
3. What are some of the things that might surprise them at the turn in the shore?
4. Which of all the surprises that you can think of would fit the picture best?
5. With what promising sentence will you begin your story?
6. Can you tell your story so as to leave the surprise to the very end?

Speaking. Tell your story of the picture. You may be sure that your classmates will wonder what that story is and how you will end it.

Writing. Perhaps you can improve your story when you write it. Do not make it too long. What counts

most in a story is its interest. Everybody prefers a short story, with every sentence interesting, to one that is long and dull.

Project. When the stories have been corrected and perhaps copied, they may be bound in a cover on which should be printed a suitable title. Or perhaps you will write an entirely new story for the book. In either case the title should fit the stories and the picture as well. Do you like the following titles?

Seen from a Canoe

The Surprise

A Fire in the Camp

The Unexpected Visitors

What Has Become of Our Tent?

The Return of an Indian Tribe

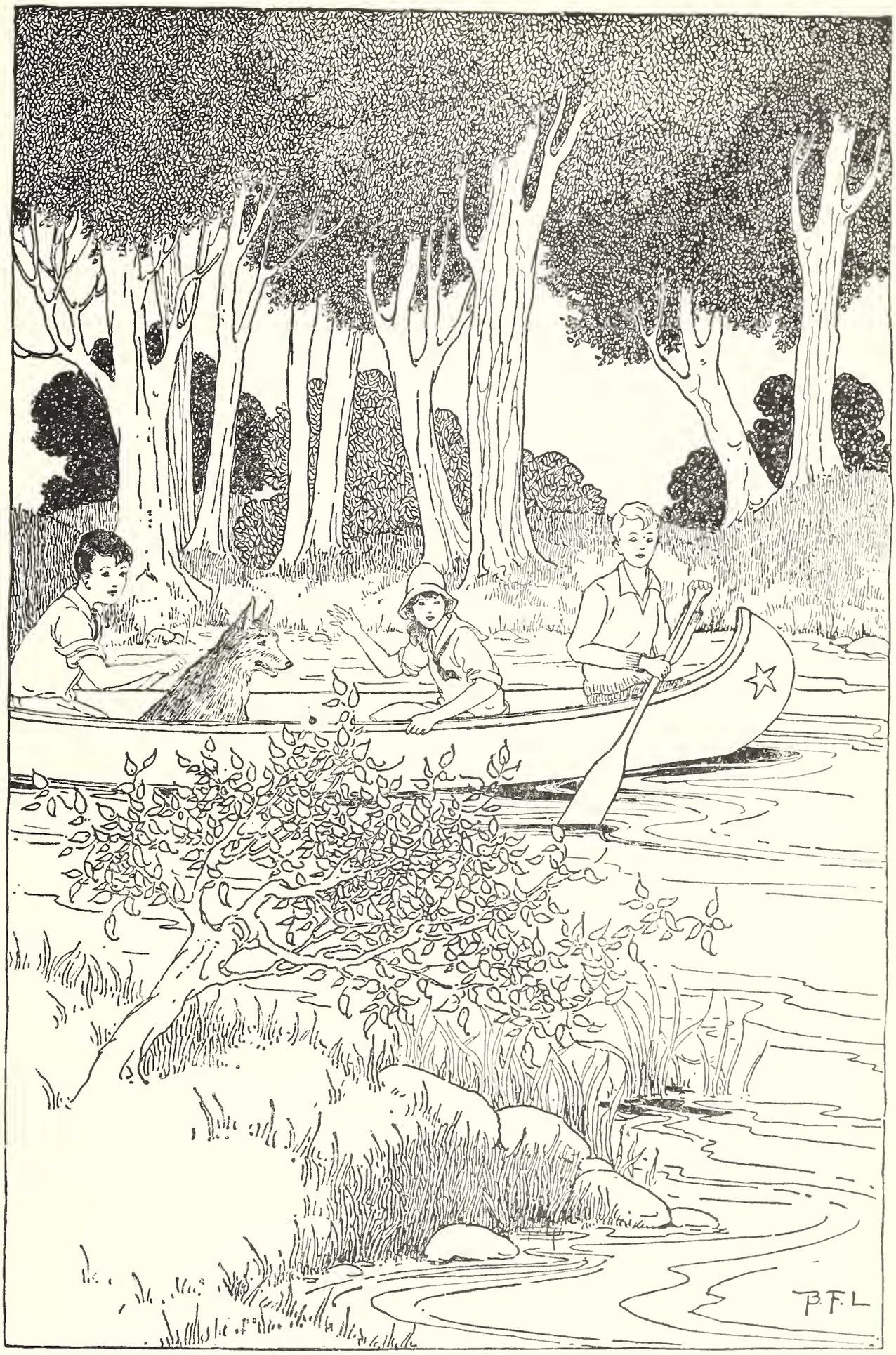
A Bear Makes Himself at Home

Somebody Has Camped in Our Camp

123. Conjunctions

Notice what our old friend *and* is doing in the following sentences:

1. John *and* George played a game.
2. John was skillful *and* lucky.
3. The skillful *and* lucky boy won the game.
4. He played skillfully *and* carefully.
5. The boys played *and* talked.
6. They played all day, *and* they slept all night.


B.F.L

Exercise. 1. In which of the sentences on page 294 does *and* join or connect two nouns?

2. In which sentence does *and* join two verbs?

3. In which sentence does *and* connect two adverbs?

4. What two adjectives are connected by *and*?

5. Is there a sentence among the six on page 294 which is really two sentences joined by *and*? Which one? What are the two sentences which *and* connects?

Words that, like *and* in the sentences on page 294, connect words or groups of words or whole sentences are called **conjunctions.** Other conjunctions besides *and* are *but*, *for*, *or*, *nor*, *hence*, and *therefore*. You can see them at work connecting sentences or parts of sentences in the following:

1. I am well, *but* I am not strong.
2. You invited me; *therefore* I came.
3. John's teachers like him, *for* he studies hard.
4. I earned this money; *hence* it is mine.
5. We shall go in our car *or* we shall not go at all.
6. The skillful *but* unlucky boy lost the game.
7. Are you skillful *or* lucky?
8. The animal was alive *but* weak.
9. The trapper approached quickly *but* cautiously.
10. He was not afraid, but he was careful.
11. The ribbon was red or orange.
12. The dress was old but pretty.
13. It was pretty; therefore she liked it.
14. It was old; therefore she did not like to wear it.
15. The long but interesting story was enjoyed by the class.

Exercise. 1. Point out each conjunction in the fifteen sentences on the preceding page and tell what it connects — what nouns, adjectives, adverbs, or whole groups of words.

2. Give sentences showing the following:

1. Two nouns connected by *and*; by *or*
2. Two verbs connected by *and*; by *but*; by *or*
3. Two adjectives connected by *and*; by *but*
4. Two adverbs connected by *and*; by *but*
5. Two complete sentences connected by *and*; by *but*; by *for*; by *therefore*

3. Write some of your sentences.

A conjunction is a word that connects words or groups of words.

There are other conjunctions besides *and*, *but*, *for*, *or*, and *therefore*. You will study these when you have learned more about that interesting subject, grammar. At this time perhaps you would like to have a list of the most common of these. Besides, it may be useful to know them, for they will help you to avoid using too many *and's*.

although, though	if	after
as	when	until
as if	while	before
because	since	whenever

124. Reading a Poem Aloud

Read the poem to yourself several times. Then, with a classmate, practice reading it aloud. Stand erect and speak loudly and distinctly as you practice. Last of all, read it to the class or some class in another room, for their enjoyment.

The author of this song is a cheerful poet. Though gray clouds overwhelm the town, he laughs and sings. He knows that the downpour of rain will help the daffodils and the roses to grow.

The Rain Song

It isn't raining rain to me,
  It's raining daffodils;
In every dimpled drop I see
  Wild flowers on the hills;
The clouds of gray engulf the day,
  And overwhelm the town;
It isn't raining rain to me,
  It's raining roses down.

It isn't raining rain to me,
  But fields of clover bloom,
Where every buccaneering bee
  May find a bed and room;
A health unto the happy!
  A fig for him who frets!
It isn't raining rain to me,
  It's raining violets.

Robert Loveman

125. Getting Rid of the "*and*" Habit

One reason why speakers use too many *and's* is that they have not formed the habit of using certain other conjunctions. These are sometimes more suitable than *and*, as is seen by comparing the sentences in the following groups:

I

I am twelve years old, *and* I am not afraid in the dark.
Because I am twelve years old, I am not afraid in the dark.

II

He is only ten, *and* he likes to read books.
Although he is only ten, he likes to read books.

III

I visited my aunt in the city, *and* we went to the zoo.
When I visited my aunt in the city, we went to the zoo.

IV

I am right *and* you are wrong.
If I am right, you are wrong.
Since I am right, you are wrong.

V

We were talking about travel, *and* I told him about our trip.
While we were talking about travel, I told him about our trip.
As we were talking about travel, I told him about our trip.

VI

I have been in France, *and* I do not know French.
Though I have been in France, I do not know French.

VII

You wish to go, *and* I will go with you.
If you wish to go, I will go with you.
Since you wish to go, I will go with you.

VIII

You enjoyed the book, *and* I should like to read it.
As you enjoyed the book, I should like to read it.

IX

I go to town now and then, *and* I always go to the museum.
Whenever I go to town, I go to the museum.

Class Conversation. 1. Read the first sentence in the first numbered group on page 299. Read the second sentence in that group. Tell what changes have been made in the first sentence to get the second. Has the first sentence been improved?

2. With your classmates, study in the same way each of the other groups of sentences.

The following exercises will help you form the habit of using the conjunctions in this list:

after	as if	if	when
although, though	because	since	whenever
as	before	until	while

Speaking. 1. Make several sentences that begin with the first group of words below:

1. Although I am twelve
2. After I saw the man
3. As we were walking together
4. Because he is older than I
5. Before you visit other countries
6. If you are going camping
7. While she stood there
8. When you buy a bicycle
9. Until he learns to read
10. Since you are so kind to me

2. Make several sentences beginning with each of the other groups of words above.

3. Make several sentences of your own, beginning each with one of the conjunctions listed at the foot of the preceding page.

126. Speaking from Dictation

The teacher will read the following paragraph aloud. With your book closed, listen carefully, for you will be called on to retell it.

Making Flying Safer

Inventors are continually working out methods of making flying safer. One of the newest methods has been suggested by Dr. Eisenlohr. His plan is to attach a large parachute to that

part of the airplane which carries the passengers and the pilots. Besides, he would place the engine and the fuel in another part, which could be instantly separated from the first in case of serious trouble. What, then, happens in case of accident? The engine part of the plane will be detached and will drop to the ground. The parachute will open over the other part, that is, the cabin with its pilots and passengers, and this, slowly, safely, and comfortably, will descend to the ground.

Speaking. As accurately as you can, retell the paragraph you have just heard. Tell what it says — all that it says — and nothing else. It does not matter whether you use the same words; use any words that come to you.

PRACTICE

Class Conversation. What are some of the things to be remembered by you when you speak, in order that you may make your meaning clear and give pleasure to those who hear you? Talk this over with your classmates. Each point may be written on the board as the class decides its importance. When the list is finished it may be compared with the Summary on pages 315–317.

As you try to retell the paragraph, perhaps more than once, your classmates, with the help of the list on the board, will tell you where you are improving and to what you should give special attention.

Speaking. Now the teacher will read aloud each of the following paragraphs. In the same way retell each paragraph, practicing each until you can retell it well before going on to the next one. Your classmates will help you with friendly advice.

Protection for the Eyes

How shall we protect our eyes from the glare of the sun and, at night, from the blinding glare of the headlights of approaching cars? Most dark glasses do more than keep out lights that are too bright. They also make it difficult to see well enough for such games as tennis, golf, and such pleasures as botanizing. A new kind of dark glass has just been invented. This consists of two parts, the upper half of the spectacles, which is dark, and the lower half, which is clear and uncolored. The two halves are so made that the top of the spectacles or goggles is very dark and shades off gradually into the very clear glass at the bottom.

Which is Harder?

Which is harder — to fly to the Hawaiian Islands from California or to fly to Europe from New York? It is easy to see that the flight to Hawaii is the more difficult. In flying to Europe the aviator knows that if he can only fly eastward long enough he will at last reach his goal. He may miss Ireland, the nearest land, but if he does, he can hardly miss

France farther on. In other words, he is aiming at a wide target indeed. How small a target is Hawaii in the Pacific Ocean? The flyer has to travel twenty-five hundred miles to a string of islands only a little over three hundred miles long. If he misses, what then? Is there some other land to welcome him? No. There is nothing but ocean. On and on the aviator flies, perhaps not knowing that he has passed his mark until his supply of gasoline gives out and he can fly no more.

127. Interjections

1. Oh! See the airplane!
2. Ah! What a beauty it is!
3. Whew! Isn't it going fast!

Notice the words *Oh*, *Ah*, and *Whew* in the sentences above. Their work is to express sudden or strong feeling. They are called **interjections.**

Notice the punctuation mark (!) that follows each interjection. That mark is called an **exclamation mark.** You see it also follows each numbered sentence above. That is because those sentences express strong feeling.

Speaking. Use each of the following interjections in a sentence. Tell what feeling you are trying to express by means of the interjection — surprise, astonishment, pleasure, alarm, joy, grief, fear, anger, pain, disgust, hope, disappointment, or approval.

ah	bah	fie	ho-hum	my	pshaw	whew
alas	hey	fudge	hurrah	oh	pooh	well

An interjection is an exclamatory word or sound expressing strong feeling.

128. *Project:* A Radio Program

Perhaps someone in the class can bring a screen to school behind which the announcer and the speakers could stand while they are entertaining the class with a radio program. A sheet would do if it could be fastened on a wire so as to hang down in the front of the room, to hide the far-away performers.

Class Conversation. Talk over each of the following questions with your classmates:

1. Who in the class would make the best announcer? What must he be able to do well?
2. What is the first number on the program to be — a song by a small group of the best singers in the class?
3. Could not an unseen team of pupils recite one of the poems you studied this year or last? Which poem is it to be? Who are to give it? What must they be able to do well?
4. Will you have team story-telling? There are some interesting stories which you know and have learned to tell. Who are to be the story-tellers?
5. How do you wish your radio program to end?

Training for the Program

Each pupil and team of pupils who will be heard over the radio when the time comes should prepare for it. All these performers must remember that they will not be seen when they speak, sing, read, recite, or tell a story. Only their voices will be heard. They will disappoint their hearers unless they speak loud enough, distinctly, and in a pleasant tone of voice. A radio program that no one can understand is very annoying, as you know.

Perhaps a committee of pupils should be appointed to advise and help the performers, in order that the program may prove successful.

When everybody and everything is ready, give the program.

129. Correct Usage: *without*, *like*, *leave*, *left*, *who*, etc.

The correct use of a number of words you have not yet studied is shown below.

I. *Without* is sometimes incorrectly used where *unless* would be correct. Notice the following:

1. *Unless* you go, I shall stay. (NOT *Without* you go)
2. *Without* you, I shall not go.
3. I shall work alone, *unless* you stop teasing. (NOT *without* you stop teasing)
4. We went to town *without* our money.

Exercise. Make sentences containing the groups of words below:

1. unless you go
2. unless you help me
3. unless I see him
4. unless he made a mistake
5. unless the man is joking
6. unless she pays for it

II. *Like* is sometimes incorrectly used for *as* or *as if*.

1. Do it *as* she is doing it. (NOT *like* she is doing it)
2. Do it *as if* you meant it. (NOT *like* you meant it)
3. That is just *like* you.
4. George is *like* Frank.

Exercise. Make sentences containing these groups of words:

1. as she is doing it
2. as if you meant it
3. as Mother used to make them
4. as if he were joking
5. as if you were a soldier
6. as everybody should
7. as I told him

III. *Who* is sometimes incorrectly used for *whom*.

1. *Whom* do you see? (NOT *Who* do you see.)
2. *Who* did it?
3. *Who* is that woman?
4. *Whom* shall I tell? (NOT *Who* shall I tell.)

Exercise. Make several sentences beginning each with *Whom*; with *Who*.

IV. *Leave* and *left* are sometimes incorrectly used for *let*.

1. *Let* him do it as he likes. (NOT *Leave* him do it)
2. *Let* me go. (NOT *Leave* me go.)
3. *Leave* me at once. *Leave* me alone. *Leave* me here.
4. *Let* the boy work in his own way. (NOT *Leave* the boy work)
5. She *let* us use her mower. (NOT She *left* us use her mower.)
6. She *left* her mower on the lawn.

Exercise. Give several sentences beginning with *let*; several beginning with *leave*; several containing *left*.

130. *Test, Review, and Final Practice:* Correct Usage

During the year, and for several years before, you have been learning the correct use of a number of words that are often used incorrectly. We shall now review these.

Test. 1. On a sheet of paper write the numbers 1–19. Then, as you rapidly read the sentences in group *A*, write opposite each of your numbers the correct word from the parenthesis having the same number. When you have finished, the teacher will read the correct words. Mark your mistakes.

2. In the same way test yourself with group *B*, *C*, or *D*, as the teacher directs.

A

1. (**Without** [1] **Unless**) you (**saw** [2] **seen**) him do it, we cannot be sure that it was (**him** [3] **he**).
2. (**Whom** [4] **Who**) did you see? Did you do anything (**beside** [5] **besides**) looking for him?
3. The boy talks (**like** [6] **as**) his father talks.
4. He looks (**like** [7] **as**) his father, but he (**isn't** [8] **ain't**) as dark as his father.
5. Will she (**let** [9] **leave**) us go to the circus?
6. (**Leave** [10] **Let**) the bundle in the car. It won't be touched by (**nobody** [11] **anybody**).
7. Have you (**saw** [12] **seen**) my book (**laying** [13] **lying**) anywhere?
8. He (**doesn't** [14] **don't**) know what he (**done** [15] **did**) with it.
9. He has (**gone** [16] **went**) home, and no one knows (**nothing** [17] **anything**) about it.
10. Where (**were** [18] **was**) you when he (**done** [19] **did**) this?

B

11. (**Sit** [20] **Set**) in this chair and (**leave** [21] **let**) me see whether you have (**froze** [22] **frozen**) your ear.
12. Several people (**come** [23] **came**) here and (**threw** [24] **thrown**) (**them** [25] **those**) papers on the floor.
13. Has she (**broken** [26] **broke**) the bottle? (**Who** [27] **Whom**) (**broken** [28] **broke**) it?

14. (**May** [29] **Can**) I (**learn** [30] **teach**) you how a business letter is (**written** [31] **wrote**)?

15. She has (**spoke** [32] **spoken**) to the man about (**these** [33] **them**) pretty flowers.

16. She is a good cook. She cooks very (**good** [34] **well**).

17. That is she (**sitting** [35] **setting**) on one of (**them** [36] **those**) benches.

18. (**Don't** [37] **Doesn't**) she like (**these** [38] **this**) kind of people?

19. She likes best of all (**that** [39] **those**) kind of dishes.

20. Somebody has (**drunk** [40] **drank**) my milk and has (**eaten** [41] **ate**) my oatmeal.

C

21. It was (**me** [42] **I**) who first (**did** [43] **done**) (**these** [44] **this**) kind of tricks.

22. We (**was** [45] **were**) both in the same circus, but it was (**I** [46] **me**) that first (**done** [47] **did**) (**these** [48] **them**) tricks.

23. He never knew (**anything** [49] **nothing**) about them until he (**seen** [50] **saw**) me doing them.

24. Will you please keep (**off** [51] **off of**) that bench?

25. Now he can do them (**well** [52] **good**). I (**taught** [53] **learned**) him.

26. We had not (**sang** [54] **sung**) (**any** [55] **none**) of (**those** [56] **them**) songs for a month.

27. The school bell had not (**rung** [57] **rang**) for a week.

28. Was it (**she** [58] **her**) or was it (**him** [59] **he**) who (**learned** [60] **taught**) you how to dance (**those** [61] **them**) new dances?

29. The children have (**ran** [62] **run**) to greet their father.

30. They (**saw** [63] **seen**) him when he stepped (**in** [64] **into**) the house.

D

31. (**Without** [65] **Unless**) you help me, I cannot finish my work today.

32. (**Let** [66] **Leave**) me do this part, and I will (**leave** [67] **let**) you do that.

33. He acts (**as if** [68] **like**) he owned this school.

34. (**Don't** [69] **Doesn't**) he know that the bell has (**rung** [70] **rang**)?

35. No one is walking (**across** [71] **acrost**) our lawn.

36. (**Whom** [72] **Who**) has (**written** [73] **wrote**) his letter?

37. (**Whom** [74] **Who**) do you know better, Mary or Sue?

38. You have (**tore** [75] **torn**) your coat and (**broken** [76] **broke**) your bicycle.

39. (**Sit** [77] **Set**) it here (**beside** [78] **besides**) the bench where it will not fall.

40. Have you ever been (**in back of** [79] **behind**) the counter? I feel quite (**at** [80] **to**) home here.

Drill in Correct Usage. If the tests show that you need this drill, read aloud one or more of the four groups of sentences above, choosing the correct words as you read, until you can read both correctly and rapidly. When you can, perhaps the teacher will time you.

131. *Test, Review, and Final Practice:* Spelling, Punctuation, and Letter Form

Test. Copy the following paragraph, arranging it in correct letter form, inserting capital letters and punctuation marks where they belong, and choosing the correct words from those in parentheses:

66 pleasant street dubuque iowa june 3 1930 dear jane my father said yesterday tomorrow we shall all motor into the country unless it (rains, reigns) so you can see what today s (whether, weather) means to me isn t it discouraging the (reign, rain) is beating against the window (pane, pain) my (principal, principle) wish is to have the wind (quite, quiet) down perhaps the (weather, whether) will change to (fair, fare) then my mother says no I can feel it in the (heir, air) (there, their) will be no change we had better (except, accept) our bad luck and forget about our picnic don t you think this is too bad jane your friend mary

Review and Practice

Exercise. Read each of the following sentences aloud, telling how it should be written. Read the first sentence in this way:

The (capital *T*) girl's (*g i r l apostrophe s*) brother turned quite (*q u i t e*) pale (*p a l e*) from the pain (*p a i n*) (period).

That is, name every capital letter and every punctuation mark, and spell every word that you choose from those in the parentheses.

1. the girl s brother turned (**quite, quiet**) (**pail, pale**) from the (**pane, pain**)
2. he said the (**principle, principal**) thing i want is (**quiet, quite**)
3. the stranger said on february 3 1932 i shall take a (**weak s, week s**) vacation and ride a (**horse, hoarse**) to jackson michigan
4. mary (**wear, where**) (**are, or**) you going asked her mother
5. yes I (**no, know**) your son mrs blake replied john smith
6. mrs blake answered he (**nose, knows**) you (to, **too, two**) john
7. (**there, their**) (**are, our**) (**ate, eight**) (**flours, flowers**) in her (**hair, hare**)
8. (**four, for**) (**great, grate**) delicious (**pairs, pears**) were (**cent, sent**) to my (**father, farther**)
9. will you (**buy, by**) a (**horse, hoarse**) (**hear, here**) or a cow (**their, there**)

10. you have a (**right, write**) to (**right, write**) (**buy, by**) day or (**buy, by**) (**night, knight**)

11. mother used flour sugar butter eggs milk and a few other things in my birthday cake

12. the boy s coat hung in the men s room with other boy s coats

13. when you come again said my friend bring your sister with you

14. i havent seen fred and he hasnt seen me said the boy

15. my name is mary l jones and i live in nebraska in a city that is just about half way between the rocky mountains and the mississippi river

132. *Test, Review, and Final Practice:* Pronouncing Correctly

The words that you have been learning to pronounce correctly during the past few years are given in the Appendix. Find them there (pages 340–341) and pronounce the lists rapidly and distinctly, to see whether you can do so without making any mistakes.

Turn to the Index to find where the words that you studied this year are explained. By this time you should know very well how to make the Index help you.

Learn how to say the words that you mispronounced, practice saying them, and then test yourself again with the entire list. Use the dictionary.

133. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (68, 71)
2. Without straining or raising the voice, speak loud enough to be heard easily. (64, 68, 71)
3. Speak distinctly, not mumbling the words, not too fast, and in a pleasant tone of voice. (68, 71)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (69, 71, 83, 98, 132)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

REVIEWED: *saw, seen,* 67, 106, 130; *did, done,* 67, 106, 130; *came, come,* 67, 106, 130; *went, gone,* 67, 106, 130; *was, were,* 67, 106, 130; *learn, teach,* 67, 106, 130; *may, can,* 67, 106, 130; *isn't, aren't,* 67, 130; *those, them,* 67, 130; *no, not, never,* 67, 130; *lie, lying, lay, lain,* 67, 106, 130; *doesn't, don't,* 67, 106, 130; *it is I, he, she, we, they,* 117, 130; *ate, eaten,* 67, 106, 130; *wrote, written,* 67, 106, 130; *ran, run,* 67, 106, 130; *rang, rung,* 67, 106, 130; *sang, sung,* 67, 106, 130; *drank, drunk,* 67, 106, 130; *threw, thrown,* 67, 106, 130; *these, those, them,* 67, 130; *this, these, that, those,* 67, 130; *good, well,* 67, 130; *sit, sits, sitting, sat,* 67, 106, 130.

STUDIED AND REVIEWED: *sit, set,* 76, 130; *lie, lay,* 94, 130; *froze, frozen,* 81, 130; *broke, broken,* 81, 130; *spoke, spoken,* 81, 130; *tore, torn,* 106, 130; *like, as,* 129, 130; *unless, without,* 129, 130; *between, among,* 121, 130; *beside, besides,* 121, 130; *at, to,* 121, 130; *off, off of,* 121, 130; *in, into,* 121, 130; *who, whom,* 129, 130; *leave, let,* 129, 130.

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (70, 80, 111)
7. Avoid the use of worn-out words. (100)
8. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (83, 111)
9. Do not say the same thing always in the same words. (70, 80, 111)
10. Know what a sentence is. (66, 73, 78)
11. Make a suitable pause between sentences. (64, 75)
12. Avoid using too many *and's*. (64, 75, 125)
13. Show politeness. (64, 82, 113)
14. Have something worth while to say, something that will inform or entertain the hearer or reader. (67, 69, 71, 84, 89)
15. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (71, 72, 98)
16. Begin the talk, story, report, or letter with a promising sentence. (65, 71, 98)
17. Stick to the subject. Do not wander away to other subjects. (71, 98)
18. End your talk, story, or letter with an interesting sentence. (71, 98)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (70, 80, 82, 97, 101, 105, 109, 113)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (70, 80, 97, 105, 111)
21. Telephone distinctly, politely, and without waste of time or words. (82)
22. Have a clean, neat-looking paper. (77, 113)
23. Leave margins around the writing, wide enough to look well. (77)
24. Write plainly. (77)
25. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (89, 102, 131)

26. Indent the first line of every paragraph. (77)
27. Arrange the parts of a letter neatly and correctly. (64, 77, 131)
28. Write the envelope address neatly and correctly above the greeting in a business letter. (91, 96, 113)
29. Address the envelope neatly, plainly, and correctly. (77, 113)
30. Know how to change a word to make it express ownership or possession. (95)
31. Know what mistakes to guard against in your speaking and writing. (64, 70, 71, 80)
32. Criticize the speaking and writing of others both clearly and politely, when asked to do so. (64, 70, 71, 80)
33. Know how to debate and how to conduct a debate. (115, 118)
34. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (65, 74, 80, 81, 88, 90, 122)
35. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (65, 71)
36. Observe the following rules, given on pages 343–348, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.
37. Know the following:

    Nouns, 87; singular and plural, 93, 95; the subject of a sentence, 73; principal word of subject, 86; pronouns, 116; adjectives, 99, 100, 114; verbs, 104; the predicate of a sentence, 78; principal word of predicate, 103; adverbs, 110, 112, 114; prepositions, 120; conjunctions, 123; interjections, 127.

° APPENDIX

I. Correct Usage

A

Notice, below, the column of words in alphabetical order. Notice the sentences, in which is shown the correct use of the words in the parentheses. Refer to those sentences when you need information that will help you fill correctly the blanks in the tests and drills in section *B* (pages 320–333). Sentences for words not in the column may be found elsewhere in this book with the help of the Index.

1. (came, come)

Cæsar *came*, saw, conquered.
Others *have come* after him.

2. (did, done)

The boys *did* their best.
Have the girls *done* their best?

3. (isn't, aren't, am not)

He *isn't* going and I *am not* going.
You *aren't* going and we *aren't* going.

4. (learn, teach)

After I *learn* it, I will *teach* it to you.
You cannot *teach* others what you yourself have not *learned*.

5. (lie, lay)

The dog *lies* on the ground.
John always *lays* his books here.
The cat *lay* on the rug yesterday.
John *laid* his knife on the table.
Who *has lain* on my bed?
Who *has laid* his coat on my bed?
What *is* that *lying* on the floor?
They *were laying* their papers on the teacher's desk.

° Optional supplementary or alternative exercises. See Teacher's Manual for explanation.

6. (may, can)	*Can* you speak French? *May* I ask you a question, Miss Smith?
7. (no, not, never)	I have *no* money. I *haven't* any money. I have earned *no* money. I have *not* earned any money. I have *never* earned any money.
8. (saw, seen)	I *haven't seen* you for a month. I *saw* you last about a month ago.
9. (these, those, them)	Do you see *those* clouds? Do you see *them*? You may have *these* books. You may keep *them.*
10. (was, were)	Where *were* you while we *were* away? I *was* in school. My two brothers *were* in school, too.
11. (went, gone)	Has your father *gone* to the city? He *went* yesterday.

B

Test and Drill. 1. Under the heading ***Ate, Eaten*** below there are several questions and answers. Read these, filling each blank with *ate* or *eaten,* whichever you think correct. On a sheet of paper write the correct words with their numbers. If you made any mistakes, read the questions and answers aloud several times, filling the blanks as you read, until you can do this correctly and rapidly.

2. In the same way test and drill yourself with the help of the questions and answers under ***Came, Come*** below; with those under ***Did, Done***; ***Doesn't, Don't***; and so on.

Ate, Eaten

1. *Question.* Have you eaten anything today?

Answer. I __[1]__ my breakfast at seven, but I have __[2]__ nothing since. I have not __[3]__ any lunch.

2. *Question.* Have you ever eaten pineapple?
Answer. I have _[4]_ canned pineapple. I _[5]_ some yesterday, but I have never _[6]_ any other kind.

Came, Come

3. *Question.* Has your friend come yet?
Answer. He _[7]_ this morning, but his brother has not _[8]_ yet. My friend _[9]_ alone.

4. *Question.* Have they ever come to see you before?
Answer. They have often _[10]_ to see me. They _[11]_ last year, and they _[12]_ the year before.

Did, Done

5. *Question.* What have you done with my book?
Answer. I have _[13]_ nothing with it. I _[14]_ nothing with any book. I _[15]_ my work outdoors.

6. *Question.* Have you done your examples?
Answer. I _[16]_ the first two. I have not _[17]_ the rest. How many have you _[18]_?

Doesn't, Don't

7. *Question.* Don't you know how to do the problems?
Answer. I _[19]_ know how to do the third, and John _[20]_ know either. Mary _[21]_ know.

8. *Question.* Doesn't Mary know either?
Answer. Mary _[22]_ know, Henry _[23]_ know, and I _[24]_ know.

Drank, Drunk

9. *Question.* Have you ever drunk cider?
   Answer. I _[25]_ some last winter. I _[26]_ some last month. I have often _[27]_ cider.
10. *Question.* What did you drink for breakfast?
    Answer. I _[28]_ milk this morning. Yesterday I _[29]_ a little tea. I have sometimes _[30]_ cocoa.

Good, Well

11. *Question.* Is Julia a good dancer?
    Answer. She dances _[31]_. She dances very _[32]_. Indeed, she does everything _[33]_.
12. *Question.* Can she cook well?
    Answer. She is a _[34]_ cook. She bakes _[35]_. She cooks very _[36]_ indeed.

Isn't, Am Not, Aren't, Ain't

13. *Question.* Isn't that boy your brother?
    Answer. No, he _[37]_ my brother, and I _[38]_ his brother. We _[39]_ related.
14. *Question.* Aren't you and he cousins?
    Answer. No, we _[40]_ cousins. We _[41]_ related. He _[42]_ related to me at all.

I, Me; He, Him; She, Her; We, Us; They, Them

15. *Question.* Was it he and you or she and you that wrote the funny jingle?
    Answer. It was not _[43]_ and _[44]_. It was _[45]_ and _[46]_.
16. *Question.* Was it we or they that made the mistake?
    Answer. It wasn't _[47]_. It was _[48]_.

Learn, Teach

17. *Question.* When you have learned that trick, will you teach it to me?

Answer. Certainly I will _[49]_ it to you. Then you can _[50]_ it to someone else. But before I can teach it I must _[51]_ it.

18. *Question.* How did you learn to speak so well?

Answer. I _[52]_ something about it every day in school. My teachers _[53]_ me. At home my parents _[54]_ me how to speak better.

Lie, Lay; Lying, Laying; Lay, Laid; Lain, Laid

19. *Question.* What has that dog been doing?

Answer. He has been _[55]_ quietly by the fire. He always _[56]_ there in the evening. He is _[57]_ there now.

20. *Question.* Has he lain there all this evening?

Answer. He _[58]_ there an hour ago. He is _[59]_ there now. He has _[60]_ there more than an hour.

21. *Question.* Who laid this cap on my desk?

Answer. John _[61]_ his cap there. I saw it _[62]_ there a few minutes ago. It isn't _[63]_ on your desk now.

22. *Question.* Is that Mary laying the cloth on the table?

Answer. Mary _[64]_ the cloth on the table yesterday. She is _[65]_ it now. See how smoothly it _[66]_ on the table.

May, Can

23. *Question.* May I ask you a question?
Answer. You _[67]_, but I _[68]_ not answer hard questions. I _[69]_ answer easy ones.

24. *Question.* Can you skate?
Answer. I can. I'll ask mother whether I _[70]_ go. Mother, _[71]_ I go skating? _[72]_ I go right away?

No, Any; Never, Ever

25. *Question.* Have you any money with you?
Answer. I haven't _[73]_ money with me. I haven't _[74]_ any money with me when I go to school. I don't need _[75]_ money in school.

26. *Question.* Have you ever seen an Eskimo?
Answer. I have _[76]_ seen one. I have never seen _[77]_ polar bears. I haven't seen _[78]_ icebergs either.

Ran, Run

27. *Question.* Did you run to school this morning?
Answer. We _[79]_ all the way. I have never _[80]_ so fast before. John _[81]_ with me.

28. *Question.* How far can you run?
Answer. I have _[82]_ a hundred yards. I never _[83]_ a mile. I have often _[84]_ to school.

Rang, Rung

29. *Question.* Who rang the school bell this morning?
Answer. The janitor _[85]_ it. He _[86]_ it this noon. He has always _[87]_ it.

30. *Question.* How many years has he rung that bell?
Answer. He _[88]_ it when I first came here. He _[89]_ it before that. He has _[90]_ it more than five years.

Sang, Sung

31. *Question.* What did you sing today?
Answer. We _[91]_ one of the old songs that we have often _[92]_. We _[93]_ it several times.

32. *Question.* When did you first sing that song?
Answer. I first _[94]_ it when I was in the third grade. I have often _[95]_ it since. I _[96]_ it only today.

Saw, Seen

33. *Question.* Have you seen my little sister today?
Answer. I _[97]_ her at noon. I _[98]_ her coming out of the school. I have not _[99]_ her since.

34. *Question.* Who saw me skating this morning?
Answer. I _[100]_ you, Fred. We all _[101]_ you. We have often _[102]_ you skating.

Set, Sit; Setting, Sitting; Sets, Sits; Set, Sat

35. *Question.* Is your father sitting on the porch?
Answer. He is _[103]_ in the swing. He often _[104]_ there. He _[105]_ there yesterday.

36. *Question.* Who set that stool on the lawn?
Answer. I _[106]_ it there. I want to _[107]_ on it. I was _[108]_ on it this morning.

These, Them; Those, Them

37. *Question.* Do you see those sailboats on the lake?
Answer. I have been looking at _[109]_ boats for some time. _[110]_ are the boats that are racing. See _[111]_ now.

38. *Question.* Whose books are these?
Answer. _[112]_ books belong to _[113]_ boys. I know _[114]_ boys.

This, These

39. *Question.* Where did you get these odd scissors?
Answer. I bought _[115]_ scissors in Paris. You cannot get _[116]_ kind of scissors in America. _[117]_ sort of scissors is made abroad.

40. *Question.* Where can I buy gloves like yours?
Answer. You can buy _[118]_ kind of gloves at any good store. Do you like _[119]_ gloves? Don't you like _[120]_ other sort of gloves better?

That, Those

41. *Question.* Where did you buy those boots you are wearing?
Answer. You can buy _[121]_ sort of boots anywhere. I got _[122]_ boots for Christmas. Most boys wear _[123]_ kind of boots.

42. *Question.* Do you like that kind of boots best?
Answer. I like _[124]_ boots better than _[125]_ shoes. I don't like _[126]_ sort of shoes.

Threw, Thrown

43. *Question.* Who threw that ball into the flower bed?

Answer. I _[127]_ it there by mistake. I never _[128]_ it there before, although I have _[129]_ it over the fence once or twice.

44. *Question.* Have you ever thrown a ball over that tree?

Answer. I once _[130]_ a ball over a shed, but I have never _[131]_ a ball so high as that tree. My father has _[132]_ even higher.

Was, Were

45. *Question.* Where was your brother yesterday?

Answer. He _[133]_ at home. Both of us _[134]_ at home. Where _[135]_ you?

46. *Question.* Who were those men that talked with you?

Answer. They _[136]_ my two uncles. One of them _[137]_ on his way to the station. Both _[138]_ in a hurry.

Went, Gone

47. *Question.* Have you ever gone into the woods?

Answer. I have often _[139]_ into the woods. I _[140]_ only last week. I have _[141]_ three times this month.

48. *Question.* Who went with you?

Answer. Two or three classmates have usually _[142]_ along. I never _[143]_ alone. My big brother has sometimes _[144]_ with me.

Wrote, Written

49. *Question.* Have you written a letter to your uncle lately?

Answer. I _[145]_ him one last Christmas. I have not _[146]_ to him since. He has _[147]_ to me once or twice.

50. *Question.* When did he last write to you?

Answer. He has _[148]_ twice since Christmas. He has _[149]_ once since the first of May. I think he _[150]_ me about the middle of May.

Among, Between

51. *Question.* Where is Fred's letter, John?

Answer. It is _[151]_ those papers. It is _[152]_ Mary's letter and Joan's. You will find others _[153]_ those papers.

52. *Question.* Is there anybody among us who speaks French?

Answer. No one _[154]_ us speaks French, and _[155]_ you and me there are very few _[156]_ us who speak the best English.

At, To

53. *Question.* Where are we now?

Answer. We are _[157]_ the station. Soon we shall be _[158]_ home. Tomorrow we shall be _[159]_ school.

54. *Question.* Where is your father?

Answer. He is _[160]_ the office. He goes _[161]_ the office every morning. In the afternoons he is _[162]_ the farm.

Beside, Besides

55. *Question.* What is that beside you?
Answer. This bundle _[163]_ me is my camping outfit. I have other things _[164]_ this for camping. I keep this bundle _[165]_ me on the car seat.

56. *Question.* Is anyone besides you going to the camp?
Answer. No one _[166]_ me is going today. I am not afraid. My dog will sleep in the tent _[167]_ me. For protection _[168]_ the dog I have my good rifle.

Broke, Broken

57. *Question.* Have you broken anything?
Answer. I _[169]_ the hammer, but besides that I have _[170]_ nothing. I have never _[171]_ a hammer before.

58. *Question.* What did you break yesterday?
Answer. Except the hammer I have _[172]_ nothing for a week. Mary _[173]_ a dish, but I have _[174]_ nothing.

Froze, Frozen

59. *Question.* Did you ever freeze your toes?
Answer. I nearly _[175]_ my nose once, but I have never frozen my toes. I have never _[176]_ my ears.

60. *Question.* Is the water frozen?
Answer. It is not _[177]_. Nothing _[178]_ last night. Nothing has _[179]_ here this fall.

In, Into

61. *Question.* Where is the baby?
Answer. That child is _[180]_ something again. He crawls from one room _[181]_ another. Please put him _[182]_ his cradle.

62. *Question.* Did you put the bundle into the car?
Answer. I put it _[183]_ the basket _[184]_ the car. It is _[185]_ there now.

Leave, Let

63. *Question.* Do you ever let anyone drive your car?
Answer. I sometimes _[186]_ my brother drive it. I never _[187]_ the car unlocked. I never _[188]_ anyone else lock it.

64. *Question.* Can Alonzo drive a car?
Answer. Yes, you can _[189]_ him drive it. You can _[190]_ that careful boy do anything. I am not afraid to _[191]_ him to himself.

Lie, Lay [1]

65. *Question.* Did you lay your gloves on the chair?
Answer. Yes, there they _[192]_. If you _[193]_ your gloves on a chair, they _[194]_ on that chair waiting for you to pick them up.

66. *Question.* Does your dog obey you?
Answer. When I tell him to _[195]_ down, he will _[196]_ down. _[197]_ down, Rover. Do you see?

[1] See also questions and answers for *lie* and *lay* on page 323.

Like, As

67. *Question.* Is your sister like you?
Answer. She is _[198]_ me in some things. She does not talk _[199]_ I do, and she does not care for music _[200]_ I do.

68. *Question.* Does she read books as you do?
Answer. She is _[201]_ me in reading one book after another. She enjoys skating _[202]_ you do and games _[203]_ we all do.

Off, Off Of

69. *Question.* What does that sign say?
Answer. It says, "Keep _[204]_ the grass." All these signs tell us to keep _[205]_ something or other. You had better get _[206]_ that bench.

70. *Question.* Do you think I ought to get off?
Answer. No, you need not get _[207]_ the bench, but do keep _[208]_ the lawn. You had better keep _[209]_ the tennis court.

Set, Sit [1]

71. *Question.* Did you set the baby on the chair?
Answer. Yes, but she will not _[210]_ still. I _[211]_ her on it, but she will not _[212]_ there.

72. *Question.* Will she sit on the swing?
Answer. Mother does not want me to _[213]_ her on the swing. That is not a safe place for her to _[214]_. I think she will have to _[215]_ on my lap.

[1] See also questions and answers for *set* and *sit* on page 325.

Spoke, Spoken

73. *Question.* Has your brother spoken his piece yet?
Answer. He has not _[216]_ yet. He _[217]_ it this morning at home, but he has not yet _[218]_ it in school.

74. *Question.* Did anyone speak to you on your way home from school this afternoon?
Answer. Mr. Brown _[219]_ to me, but no one else has _[220]_ to me. Oh yes, some boys have _[221]_ to me about the game.

Tore, Torn

75. *Question.* Have you torn your coat again?
Answer. I have _[222]_ one sleeve, but I have _[223]_ nothing else. I _[224]_ a button off the cuff.

76. *Question.* Isn't your shirt torn, too?
Answer. No, it isn't _[225]_. I may have _[226]_ the sleeve of it a little, but not much of it is _[227]_.

Unless, Without

77. *Question.* Is Tom going down town without you?
Answer. I do not think he will go _[228]_ I go. He doesn't like to go _[229]_ me. _[230]_ I go he will probably stay at home.

78. *Question.* Can we do this unless you help us?
Answer. You can do it very well _[231]_ me, but I will help you _[232]_ I am too busy. You may make some mistakes _[233]_ I help.

Who, Whom

79. *Question.* Whom do you see on the street, Jane?
Answer. _[234]_ do I see? _[235]_ could it be but Sue? It is Sue _[236]_ I see, of course.

80. *Question.* Who is on the porch, Frank?
Answer. _[237]_ could it be? It must be Fred _[238]_ we hear. _[239]_ do you think you hear?

II. Spelling Certain Troublesome Words (Homonyms)

A

Notice below, at the left, the column of words in alphabetical order. Notice the sentences at the right, in which are shown the correct use, meaning, and spelling of those words. Refer to these sentences or to others which the Index will help you find, when you need information that will help you fill correctly the blanks in the tests and drills that follow in section *B* (pages 335–338).

1. (an, and)	*An* ox *and an* old mule stood in the pasture.
2. (are, or, our)	*Are* you *or* we to do *our* exercises first?
3. (ate, eight)	*Eight* boys *ate eight* sandwiches, one each.
4. (blew, blue)	The wind *blew* clouds across the *blue* sky.
5. (by, buy)	I *buy* my marbles in the store *by* the school.
6. (cent, sent)	For one *cent* a message on a postcard can be *sent* three thousand miles.
7. (father, farther)	I think that my *father* has traveled *farther* than your *father*.
8. (flower, flour)	Bread is made of *flour*; bouquets are made of *flowers*.
9. (for, four)	*Four* boys asked *for* bones *for* their dogs.
10. (grate, great)	The *great* poet sat before his cheerful *grate* fire.
11. (half, have)	I *have* only *half* as many marbles as Fred.
12. (hare, hair)	The *hare* is an animal like a rabbit. It has a fur of soft *hair*.

13. (hear, here) Did you *hear* her sing when she gave a concert *here*?

14. (hoarse, horse) His voice was *hoarse* as he called to us from his *horse.*

15. (knew, new) I *knew* that that was a *new* car.

16. (knight, night) During that dark *night* I dreamed of a *knight* in full armor.

17. (know, no) I *know* that you made *no* mistakes.

18. (knows, nose) She *knows* that she has a pretty *nose.*

19. (meat, meet) Where shall we *meet*? At the *meat* market?

20. (none, nun) The faithful *nun* entered the church, but *none* of the people saw her.

21. (of, off) The first *of* the signs said, "Keep *off.*"

22. (one, won) *One* of my classmates *won* the prize.

23. (pair, pear) On the *pear* tree sat a *pair* of birds.

24. (peace, piece) May I have another *piece* of pie?
After the war there came years of *peace.*

25. (read, red) I have *read* the book with the *red* cover.

26. (right, write) You *write* with your *right* hand.

27. (road, rode) He *rode* slowly down the country *road* on his old horse.

28. (root, route) The travelers' *route* lay through the jungle.
They dug up the tree, *root* and all.

29. (sail, sale) When do you *sail* for Europe?
There was a bargain *sale* of shoes.

30. (sew, sow) The farmer *sows* seed in the field; his wife *sews* at her sewing machine.

31. (son, sun) The warm *sun* shone down on father and *son.*

32. (stair, stare) We sat on the *stair.* All we could do was to *stare* at the stranger.

33. (than, then) I am older *than* he.
When you call, *then* we shall answer.

34. (their, there) Is that *their* car over *there*?

35. (to, too, two) Are you *two* girls going *to* the circus *too*?

36. (waist, waste) A broad belt was about his *waist.*
Do not *waste* any paper.

37. (wait, weight) *Wait* until the doctor weighs you; he wants to know your *weight.*

38. (way, weigh) That is the *way* to the doctor's office. He will *weigh* you.

39. (weak, week) Last *week* George was too *weak* to play.

40. (wear, where) *Where* do you buy those pretty hats that you *wear*?

41. (wood, would) *Would* you live in a house made of *wood*?

B

Test and Drill. 1. Each blank in the following sentences is to be filled with one of the words that you see in the parenthesis before the sentence. On a sheet of paper write the numbers 1 to 20. Then, opposite each of these numbers, write the correct word for the blank of that number. Check your work. If you have made any mistakes, read the sentences aloud, pronounce the word for each blank, and spell that word. Thus, for blank 16 say *blue*, then spell *b l u e*.

2. In the same way test and drill yourself with the blanks from 21 to 40; from 41 to 60; from 61 to 80; from 81 to 102; and from 103 to 135.

1. (accept, except) I _ _[1]_ _ your kind invitation.
John got high marks in everything _ _[2]_ _ spelling.
I should like to _ _[3]_ _ all the invitations _ _[4]_ _ this one.

2. (air, heir) The _ _[5]_ _ was cool.
The boy was the _ _[6]_ _ to a large fortune.
He is my son and _ _[7]_ _.

3. (an, and) I see _ _[8]_ _ apple tree _ _[9]_ _ I see _ _[10]_ _ apple on it.

4. (are, or, our) _ _[11]_ _ those _ _[12]_ _ blankets _ _[13]_ _ yours?

5. (ate, eight) There were _ _[14]_ _ of us, and we _ _[15]_ _ lunch together.

6. (blew, blue) His eyes were _ _[16]_ _ and his hair, which the wind _ _[17]_ _, was yellow.

7. (by, buy)	_ [18] _ your apples _ [19] _ the bushel, not _ [20] _ the quart.
8. (cent, sent)	We _ [21] _ to the bank for a new _ [22] _.
9. (fair, fare)	Please pay your _ [23] _. It is only right and _ [24] _ that you should pay your _ [25] _.
10. (father, farther)	My _ [26] _ swam _ [27] _ and _ [28] _ from the shore.
11. (flower, flour)	I picked a red _ [29] _. The grocer brought a bag of _ [30] _.
12. (for, four)	"_ [31] _ pencils _ [32] _ a dime," said the clerk.
13. (grate, great)	Burning in the _ [33] _ lay a _ [34] _ round log of maple.
14. (hair, hare)	The boy combed his _ [35] _. The hunter shot a _ [36] _.
15. (half, have)	I _ [37] _ more than _ [38] _ of my examples finished.
16. (hear, here)	Perhaps you can _ [39] _ better from _ [40] _ than from over there.
17. (hoarse, horse)	Your voice is _ [41] _. See that fine black _ [42] _.
18. (knew, new)	Everybody in the class _ [43] _ that I was wearing a _ [44] _ suit.
19. (knight, night)	I read a book about a _ [45] _ in shining armor. In winter I get up at _ [46] _.
20. (know, no)	I _ [47] _ that there is _ [48] _ such thing as a ghost.
21. (knows, nose)	He _ [49] _ that everybody has a _ [50] _.
22. (meat, meet)	Do you like the light _ [51] _ better than the dark _ [52] _? When shall we _ [53] _ again?
23. (none, nun)	In that church school a quiet _ [54] _ was teaching a class. Have you any money? I have _ [55] _.
24. (of, off)	The boys pushed the light canoe _ [56] _ the beach. Every one _ [57] _ the signs said, "Keep _ [58] _ the grass."

25. (one, won)

_ _ _ [59] _ _ and _ _ _ [60] _ _ are two.
Which _ _ _ [61] _ _ of the boys _ _ _ [62] _ _ the race?

26. (pail, pale)

There was a _ _ _ [63] _ _ liquid in the tin _ _ _ [64] _ _.
The girl's face was _ _ _ [65] _ _.

27. (pain, pane)

A _ _ _ [66] _ _ of glass in the front window had been broken.
I felt a little _ _ _ [67] _ _ in my arm. After a while the _ _ _ [68] _ _ stopped.

28. (pair, pear)

I have a _ _ _ [69] _ _ for my lunch.
I have a new _ _ _ [70] _ _ of rubbers.

29. (peace, piece)

Do you want a _ _ _ [71] _ _ of paper?
They quarreled over a _ _ _ [72] _ _ of cake; then they divided it; now there is _ _ _ [73] _ _ between them. First war, then _ _ _ _ [74].

30. (principal, principle)

The _ _ _ [75] _ _ of the school came into our room.
Do you understand the _ _ _ [76] _ _ of this machine?
My _ _ _ [77] _ _ reason for staying home was that I did not feel well.

31. (profit, prophet)

He was a weather _ _ _ [78] _ _.
The business did not pay him a large _ _ _ _ [79].
It is not easy to be a _ _ _ [80] _ _. It is not easy to make a large _ _ _ [81] _ _.

32. (quiet, quite)

I do not like noise. I feel _ _ _ [82] _ _ well when everything is _ _ _ [83] _ _.
Notice how _ _ _ [84] _ _ these boys and girls are.

33. (rain, reign)

Down poured the _ _ _ [85] _ _ all that night.
It happened when George the Third was king; it was in his _ _ _ [86] _ _.
Which do you like better, _ _ _ [87] _ _ or snow?

34. (read, red)

What book have you _ _ _ [88] _ _ lately?
Three cheers for the _ _ _ [89] _ _, white, and blue!

35. (right, write)

Is it _ _ _ [90] _ _ to _ _ _ [91] _ _ *dinner* with two *n*'s?

36. (road, rode)

Do you know who _ _ _ [92] _ _ along that _ _ _ [93] _ _?

37. (root, route) On what mail _ [94] _ do you live?
He pulled up the plant and the _ [95] _.

38. (sail, sale) The canoe had a small _ [96] _.
A _ [97] _ of boys' boots was advertised.

39. (sew, sow) What kind of seed will you _ [98] _ in that garden?
Here are needle and thread with which you can _ [99] _.

40. (son, sun) The woman's _ [100] _ sat on the grass in the bright _ [101] _.

41. (stair, stare) She fell down the _ [102] _. You need not _ [103] _; you may fall down a _ [104] _ sometime.

42. (than, then) It was colder _ [105] _ _ [106] _ it is now. The wind blew harder _ [107] _.

43. (their, there) _ [108] _ dog is in that kennel over _ [109] _, near _ [110] _ garage.

44. (to, too, two) _ [111] _ pieces of pie are _ [112] _ many for one boy _ [113] _ eat at one meal.

45. (waist, waste) Without a moment's _ [114] _ of time, the trapper put his arms about the Indian's _ [115] _ and hurled him to the ground.

46. (wait, weight) _ [116] _ a minute while I step on these scales and get my exact _ [117] _.

47. (way, weigh) Is this the right _ [118] _ to the post office?
I like to see the grocer _ [119] _ things.

48. (weak, week) Last _ [120] _ I felt sick and _ [121] _, but this _ [122] _ I do not feel _ [123] _ at all. I feel strong, not _ [124] _.

49. (wear, where) _ [125] _ can I _ [126] _ a funny hat like this?

50. (weather, whether) I cannot tell _ [127] _ the _ [128] _ will be pleasant or not.
I do not care _ [129] _ the _ [130] _ will be wet or dry.

51. (wood, would) If you could, _ [131] _ you take a trip to the north pole? _ [132] _ you? Is the pole made of _ [133] _? _ [134] _ you bring it back with you? _ [135] _ you?

III. Vocal Drill

In order to improve your way of reading and speaking use the following drills from time to time during the year :

Breathing and Sounding

Exercise. 1. Stand erect with hands at sides as in speaking. Look pleasant, as if you were talking to an audience of friends. Inhale quickly and fill the lungs as full as you can. Exhale slowly, making a soft buzzing sound and keeping it up as long as the breath lasts. The more air you take in, the more breath you will have to keep the buzzing sound going. Repeat several times until you can do it well.

2. Let one group of three or four pupils after another go to the front of the room and show the class how well they can carry out the drill above.

3. Stand and inhale as above. As you exhale slowly and economically, read several lines from one of your books, instead of making the buzzing sound called for above. Read as long as you can with that one breath. As you read, speak each word distinctly and in a clear, pleasant voice. Repeat several times until you can do this well.

Pronouncing Distinctly

Reading. Stand erect and look pleasant. Read each of the following sentences aloud until you can do so both easily and rapidly, pronouncing each word and syllable with clear-cut distinctness :

1. By and by that baby boy will buy a bubble pipe.
2. Do you dare do that daring deed daily?
3. Go get that gobbling gander quickly and quietly.
4. Paul Piper pushed puny prattling Peter Pry past the pump.
5. Tell Tom to tell it not ten times but ten times ten times.

6. Why worry when very woolly worms will wander over the vines?

7. Quickly, quietly, without quarreling, the queer, quaint, quick-witted couple danced the quadrille.

8. A few fine feathers fell from five flustered feathered fowls.

IV. Pronouncing Correctly

Below is a list of words that are often mispronounced. Those in groups *A* and *B* you should know when you begin this book. Groups *C* and *D* contain the words to be studied during the two years covered by this book.

A

accept	film	plan to	three
again	fooling	pleased to	walking
arctic	get	poem	want to
are	give me	polishing	were
because	glad to	reading	what
can	going to	reciting	when
catch	harnessing	repairing	where
coming	hundred	rinse	which
could have	just	running	while
crying	laughing	saw	why
did you	let me	saying	wish to
don't you	library	scolding	won't you
eleven	may have	should have	would have
escape	might have	singing	yes
February	ought to	talking	yesterday
figuring	our	telling	

B

across	drowned	iron	often
anything	every	jeweler	picture
asked	everything	jewelry	soften
attacked	farther	kept	something
debt	fourth	lion	surprise
debtor	geography	listen	third
difference	grocery	nothing	threw
different	horse		

C

address
apron
arithmetic
ate
athletics
automobile
average
bouquet
breakfast
broom
chimney
column
coupon
drawing
engine
father
forehead
genuine
handkerchief
history
inquiry
interesting
Italian
I wish
machinery
once
parade
partner
perhaps
pianist
piano
pumpkin
quiet
recess
room
root
route
stomach
such
theater
today
tomorrow
touch
Tuesday
twice

D

attached
chestnut
children
chocolate
course
deaf
diamond
faucet
figure
for
from
government
height
introduce
kettle
learned
length
new
quantity
radio
radish
recognize
regular
smooth
strength
suggest
thank you
that
them
there
these
they
thick
thief
thirty
this
those
throw
tremendous
umbrella
usually
vegetables
watch
window
with

V. Abbreviations

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II	I	II
1. January	Jan.	4. April	Apr.
2. February	Feb.	5. August	Aug.
3. March	Mar.	6. September	Sept.

I	II	I	II
7. October	Oct.	34. quart	qt.
8. November	Nov.	35. gallon	gal.
9. December	Dec.	36. Railroad	R.R.
10. Sunday	Sun.	37. Railway	Ry.
11. Monday	Mon.	38. Junior	Jr.
12. Tuesday	Tues.	39. Senior	Sr.
13. Wednesday	Wed.	40. Governor	Gov.
14. Thursday	Thurs.	41. General	Gen.
15. Friday	Fri.	42. Colonel	Col.
16. Saturday	Sat.	43. Lieutenant	Lieut.
17. Street	St.	44. Honorable	Hon.
18. Avenue	Ave.	45. Secretary	Sec.
19. Boulevard	Blvd.	46. Treasurer	Treas.
20. Number	No.	47. Before noon	A.M.
21. County	Co.	48. Afternoon	P.M.
22. Company	Co.	49. Doctor of Medicine	M.D.
23. New York	N.Y.	50. Doctor of Divinity	D.D.
24. Illinois	Ill.	51. Professor	Prof.
25. California	Calif.	52. Postscript	P.S.
26. Captain	Capt.	53. North	N.
27. Reverend	Rev.	54. Northeast	N.E.
28. Doctor	Dr.	55. East	E.
29. inch	in.	56. South	S.
30. foot	ft.	57. Southwest	S.W.
31. feet	ft.	58. West	W.
32. yard	yd.	59. Rural Free Delivery	R.F.D.
33. pint	pt.	60. Superintendent	Supt.

Exercise. Can you cover column II with a piece of paper and then spell aloud or write the abbreviation of each word in column I? Do not forget to mention the period after each abbreviation, for the period is part of it.

VI. Contractions

Shortened words like *don't, isn't,* and *I'll* are called contractions.

Speaking. Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

1. doesn't	6. wasn't	11. I'm	16. I'll	21. you're
2. isn't	7. weren't	12. he's	17. you'll	22. we're
3. aren't	8. don't	13. she's	18. we'll	23. we've
4. haven't	9. wouldn't	14. I've	19. they'll	24. can't
5. hasn't	10. shouldn't	15. it's	20. they're	25. didn't

Writing. 1. Write a sentence containing the first contraction in the list above. Then rewrite the sentence, using the longer form of *doesn't*. Thus, you might write these two sentences:

Jane doesn't sing enough.
Jane does not sing enough.

2. Write two sentences for the second contraction; for the third; and so on, as the teacher directs.

VII. Summary of Rules for the Use of Capital Letters and Punctuation Marks

Capital Letters

A capital letter should be used

1. To begin every sentence. Thus:

When shall we three meet again?
The pen is mightier than the sword.

2. To begin every important word in a person's name. Thus:

George Washington Robert E. Lee Ludwig van Beethoven

3. For every initial. Thus:

Thomas A. Edison W. E. Gladstone Alfred E. Smith

4. To begin titles and the abbreviations of titles. Thus:

Mrs. Edith Wharton — Dr. Asa Gray — Cardinal Mundelein
Father Damien — Admiral Dewey — Sir William F. Barrett

5. To begin the names of the days of the week and their abbreviations, every important word in the name of a holiday, and the names of the months and their abbreviations. Thus:

Tuesday Tues. — Wednesday Wed.

New Year's Day — Memorial Day
Washington's Birthday — Labor Day
Fourth of July — Christmas

February Feb. — October Oct.

6. To begin every important word in the name of a political party, of a religious body, of a newspaper or magazine, of a department of government. Thus:

Republican Party — Methodist Church
Democratic Party — Roman Catholic Church
Labor Party — Ethical Culture Society

Youth's Companion — Department of Justice
Springfield Republican — House of Representatives

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus:

The Charge of the Light Brigade — The Vision of Sir Launfal
The Young Mechanic's Handy Book — How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus:

O George, I see you there!

9. To begin the first word of a quotation. Thus:

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus:

My dear Sir:
My dear Friend:
My dear Mr. Brown:
Dear Doctor:

11. To begin the ending of a letter. Thus:

Very truly yours,
Yours sincerely,

12. To begin every line of poetry. Thus:

Still sits the schoolhouse by the road,
A ragged beggar sleeping.

Punctuation Marks

The period (.) should be used

13. At the end of a sentence that tells something. Thus:

That is my book.

14. After an abbreviation. Thus:

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

15. After an initial. Thus:

C. F. Smith W. W. Brown Julia O. Benton

The question mark (?) should be used

16. At the end of a sentence that asks a question. Thus:

Is London or New York the largest city in the world?

The exclamation mark (!) should be used

17. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus:

Look! There's our train pulling out now!
Hurrah! We're winning!
Oh! What a surprise!

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus:

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus:

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus:

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.
I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus:

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.

22. In a date to separate the day of the month from the year. Thus:

March 25, 1873 January 6, 1873 December 27, 1909

23. In the heading of a letter to separate the name of the city from the name of the state or country. Thus:

Spokane, Washington
London, England

Portland, Oregon
Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus:

He said, "Come to the garden with me."
"Come to the garden with me," he said.
"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly, Sincerely yours, Your old friend,* and similar words. Thus:

Very truly yours,
Frank Green

Sincerely yours,
Martin Sinclair

Your old chum,
Harold

The colon (:) is generally used

26. After the greeting in letters. Thus:

My dear Dr. Brown: Dear Emma: Dear Madam:

Quotation marks (" ") should be used

27. To enclose a quotation. Thus:

"Here I am," he said.

28. To enclose each part of a divided quotation. Thus:

"What is it," she asked, "that you are looking for in the pantry?"
"I am more than willing," he replied, "to do all I can to help him."

The hyphen (-) should be used

29. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus:

Notice the hyphen conspicu-
ously placed in this sentence.

The apostrophe (') should be used

30. To show where in contractions a letter or letters have been omitted. Thus:

don't doesn't wasn't I'll who's it's you're

31. To show or help to show possession. Thus:

John's book France's loss Travelers' checks

The underline should be used

32. To underline the title of a book, magazine, or newspaper or the name of a ship when it is enclosed in a sentence. Thus:

Do you read St. Nicholas?
Have you seen the February number of the Youth's Companion?
Our friends arrived in New York on the Berengaria.

VIII. Paragraphs and Outlines

Class Conversation. 1. If you were asked to give a short talk on this subject, "The Policeman and the Fireman," your talk would probably have how many paragraphs? What would the first paragraph tell about? What would be the subject or main idea of the second paragraph?

2. In the same way think of each of the following topics for a talk, and tell how many paragraphs you would probably have. What would be the main idea of each paragraph?

1. Summer Fun and Winter Fun
2. Dogs and Cats as Pets
3. All Fools' Day and Halloween
4. Living in the Country or Living in the City — Which Do I Prefer?
5. School Days and Vacation Days
6. Some of My Favorite Games
7. The Seasons
8. Why I Like to Read Magazines Better than Books.
9. Which Is Better — to Go to Junior High School or to Go to Work to Earn Money?

Writing. The fifth topic above would naturally make two paragraphs of a short talk. The first paragraph would tell about school days; the second, about vacation days. The following outline shows this:

SCHOOL DAYS AND VACATION DAYS

I. Going to school
    A. What I like about school
    B. What I don't like
II. Why I prefer vacation to school
    A.
    B.

Notice that the outline above is not complete. Only what is to go into the first of the two paragraphs is named. As you copy the outline, write opposite *A* and *B* under II what you think might properly go there.

Now make an outline for one of the other topics in the list given above.

IX. The Topic Sentence

The following paragraph is about one main thought, or topic:

All our Concord waters have two colors at least: one when viewed at a distance, and another close at hand. The first depends more on the light, and follows the sky. In clear weather, in summer, they appear blue at a little distance, especially if agitated, and at a greater distance all appear alike. In stormy weather they are sometimes of a dark slate color. I have seen our river when, the landscape being covered with snow, both water and ice were almost as green as grass. Walden Pond is blue at one time and green at another, even from the same point of view.

HENRY D. THOREAU, "Walden"

Class Conversation. What is the main thought, or topic, of the paragraph above? Can you express the main idea, or topic, in a short sentence? Talk this question over with your classmates.

You have probably decided that the main idea, or topic, of the paragraph above is expressed in the sentence from the paragraph itself, *All our Concord waters have two colors at least.* Everything in the paragraph has to do with this central idea. A sentence like the one from the paragraph is a **topic sentence.** You see, then, that the topic sentence of a paragraph is a sentence that expresses briefly the principal thought, the central idea, the topic of the paragraph.

Sometimes the topic sentence begins the paragraph. Again, it may come at the end. Sometimes the topic sentence is somewhere between the beginning and the end.

Class Conversation. Try to give the topic sentence of one paragraph after another, as the teacher reads these paragraphs to you or asks you to read them.

X. Advanced Grammar

A. Kinds of Sentences

You already know that some sentences tell something, as:

John is here.

Other sentences ask questions, as:

Where is John?

A third kind of sentence gives a command or direction, as:

John, come here.

Each of these three kinds of sentences has its own name.

I. A declarative sentence is a sentence that tells something.

These are declarative sentences:

1. John is here.
2. The pupils in the sixth-grade room were studying declarative and other kinds of sentences.
3. Several girls looked in at the open window.

II. An interrogative sentence is a sentence that asks a question.

The following are interrogative sentences:

1. Is John here?
2. Were the pupils in the sixth-grade room studying interrogative sentences?
3. Whom did you see at the moving pictures last night?

III. An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request.

These are imperative sentences:

1. Come here, please.
2. Turn to the right at the next corner.
3. Stir thoroughly before baking.
4. Kindly pass me that magazine, Mary.
5. Stop, look, listen.

Notice that the subject of an imperative sentence is not given in the sentence. It is the word *you*.

Exercise. Tell what kind of sentence each of the following is, and why you think so:

1. Hold your hand still.
2. Where did the accident happen?
3. The big car skidded on the wet pavement.
4. Steer carefully on that wet pavement.
5. Is there any oil on this smooth pavement?
6. Who is fishing in that lake in the woods?
7. You make too much noise, George.
8. Do not make so much noise, please.
9. Under the lilac bush sat a little squirrel.
10. Over the tree tops soared a hawk.
11. Get under cover, you chickens.
12. Where did that squirrel go?
13. The sun shone brightly from morning to evening.
14. Brightly, from morning to evening, shone the sun.
15. From morning to evening the sun shone brightly.
16. Ten thousand insects buzzed in the evening air.
17. The air was filled with thousands of buzzing insects.
18. Hear that buzzing. See those insects.
19. Why are there so many buzzing insects in the air?
20. Are they harmful?

Writing. 1. Write a declarative sentence. With what kind of letter does it begin? What mark follows it?

2. Write an interrogative sentence. Does it begin with a capital letter? What mark follows it?

3. Write an imperative sentence. Like a declarative sentence, it should begin with a capital letter and end with a period.

4. On paper and on the board write more sentences of these different kinds as the teacher calls for them.

B. Inverted Order of Subject and Predicate

The subject of a sentence does not always come first. Sometimes the predicate comes first. Notice the order of subject and predicate in the following sentences:

1. Down the hall came the two girls.
2. The two girls came down the hall.
3. Cautiously, without a noise, advanced the Indians.
4. The Indians advanced cautiously, without a noise.

Sometimes only part of the predicate comes before the subject, as in the following sentences:

5. Down the hall the two girls ran.
6. Cautiously the Indians advanced without a noise.
7. How quickly can the boy run to the store?
8. How soon will the train reach the bridge?
9. On every street corner the crowds gathered.
10. On which street corner did the crowd gather?
11. Very carefully the boys crawled forward on the ice.

Exercise. Name the subject and the predicate of each of the eleven sentences above.

When the predicate of a sentence, as a whole or in part, precedes the subject we say that we have the **inverted order of subject and predicate.**

Exercise. 1. In the following sentences we have the inverted order of subject and predicate. Name the subject and the predicate of each sentence.

1. Where in the room is the lost nickel?
2. When during the past year have you written me a letter?
3. How swiftly can an airplane fly?
4. Behind the counter stood a bashful little boy.
5. Over our heads sailed the giant dirigible.
6. Where above the clouds was our friend's airplane?
7. On the blackboard were written the names of the honor pupils.
8. In his pocket was found a ham sandwich.
9. On the floor contentedly before the fire lay the lazy cat.
10. Is anything behind that bookcase?
11. Was anything saved in the fire?
12. Is Mary swimming?
13. Is Tom diving off the springboard?
14. Where in your garden do the berries grow?
15. On the tight rope danced the ropewalker.

2. Make a sentence. Tell whether subject and predicate are in the inverted order.

3. Make a sentence in which subject and predicate are in the natural order. Change them to the inverted order.

C. Compound Subject and Compound Predicate

Notice the difference between the subjects of the following two sentences:

1. John drove to town yesterday.
2. John and Mary drove to town yesterday.

In the second sentence we have a double subject, that is, two nouns, both the subject of the same verb. The two nouns are joined by a conjunction. A subject of this sort is called a compound subject. A compound subject may consist of even more than two nouns. Each of the following sentences has a compound subject:

3. The boys and the girls were studying hard.
4. The days and the nights were very pleasant.
5. Some trees and many bushes have beautiful blossoms.
6. My cap and my umbrella were gone.
7. Bread, butter, and milk were on the table.

A predicate also may be compound. In that case we have two or more verbs having the same subject. Each of the following sentences has a compound predicate:

8. I went to town and bought a book.
9. He came, looked, and went away.
10. The bird built a nest and laid four eggs in it.
11. A hawk swooped down, seized the chick, and flew off with it.
12. The car skidded and struck a tree.

A sentence may have both a compound subject and a compound predicate, as has each of the following:

13. The dancers and the singers came forward and bowed.
14. The clowns and the jugglers performed and withdrew.
15. The pupils and the teachers arose and marched in good order from the burning building.
16. Elephants, tigers, lions, and other animals lived in that zoo and gave pleasure to many children.
17. Bread, butter, fruit, and milk were seized, chewed, swallowed, and digested by those hungry boys.
18. Paper and pencil lay on this desk and waited for the pupil's commands.
19. A car and a huge truck collided and slipped into the ditch.
20. The streets and the parks of the city were visited and enjoyed by the strangers from abroad.
21. When will you and Fred come here and help me?

Exercise. 1. Point out the subject and the predicate of each of the twenty-one sentences above. Tell whether each subject and each predicate is compound.

2. Make a sentence having a compound subject; another sentence having a compound predicate; a third sentence having both a compound subject and a compound predicate.

D. Adjective Phrases

Sometimes an entire group of words is used like a single adjective. As you remember, the work of an adjective is to describe or point out a noun. A group of words may also be used to describe or point out a noun. The following sentences will make this clear:

1. A *wooden* house stood in the field.
2. A house *of wood* stood in the field.
3. He is an *ambitious* boy.
4. He is a boy *with ambition.*
5. A *friendly* smile was on her face.
6. A smile *of friendliness* was on her face.

In the first sentence the adjective *wooden* describes the noun *house.* In the second sentence the group of words *of wood* describes the noun *house.*

A group of words like *of wood* is called a **phrase.** Since the phrase *of wood* is used like an adjective, we call it an **adjective phrase.**

In the fifth sentence the noun *smile* is described by the adjective *friendly.* Instead of the adjective *friendly,* in the sixth sentence we have the adjective phrase *of friendliness.* Why do we call the phrase *of friendliness* an adjective phrase? Because it is used exactly like the adjective *friendly* to describe the noun *smile.*

Exercise. 1. Name the adjectives and the adjective phrases in the sentences on page 357. Tell what noun each describes or points out.

1. The song of the birds was heard.
2. She wore a hat with many feathers.
3. She wore a dress of bright colors.
4. The humorous speech was much enjoyed.
5. The speech with its many jokes was much enjoyed.
6. The speech with its pleasant humor was greatly enjoyed.
7. The applause of the crowd pleased the distinguished speaker.
8. A famous writer spoke.
9. A speaker of distinction addressed us.
10. A writer of note spoke.
11. A witty lawyer made a short clever speech.
12. A lawyer of wit made a speech.
13. The principal of our school was there.
14. A red-headed boy wrote an interesting poem.
15. A boy with red hair wrote a poem of much interest.
16. A blue-eyed little girl recited her own poem.
17. A little girl with blue eyes recited a poem.
18. He was a strong man.
19. He was a man of unusual strength.
20. He was a soldier of note.
21. He was a noted general.
22. She was a dressmaker of wide experience.
23. She was an experienced dressmaker.
24. It was a car of the very highest reputation.
25. He was a gentleman of fine courtesy.

2. Can you give several sentences of your own containing adjective phrases? Tell what noun each of your adjective phrases describes or points out.

An adjective phrase is a phrase that is used like an adjective, to describe or point out a noun or pronoun.

E. Adverbial Phrases

Do you remember that an adverb is a word that is used to add meaning to a verb? Sometimes an entire group of words does this same work — adds meaning

to a verb. The following sentences show how such groups of words can take the place of a single adverb:

1. The children awoke *early.*
2. The children awoke *at an early hour.*
3. The girl dresses *well.*
4. The girl dresses *in good taste.*
5. He spoke *jokingly.*
6. He spoke *in a joking way.*

In the first sentence the adverb *early* adds meaning to the verb *awoke.* The group of words *at an early hour,* in the second sentence, also adds meaning to the verb *awoke.*

A group of words like *at an early hour* is called a **phrase.** If it is used like an adverb, to add meaning to a verb, it is called an **adverbial phrase.**

In the fourth sentence you see an adverbial phrase, *in good taste.* Why is it called an adverbial phrase? Because it adds meaning to the verb *dresses,* just as in the third sentence the adverb *well* adds meaning to the verb *dresses.*

Exercise. 1. Name the adverbs and the adverbial phrases in the following sentences. Name the verb to which each adds meaning:

1. The cat crawled cautiously toward the mouse.
2. The cat crawled toward the mouse with great caution.
3. The wind blew noisily.
4. The wind blew with a loud roar.
5. The girls danced gracefully.
6. The girls danced with much grace.
7. Every pupil raised his hand immediately.
8. Every pupil raised his hand at once.
9. The flag was quickly hoisted.
10. The flag was hoisted without delay.
11. Please handle this package with care.
12. Please handle this package carefully.

13. He spoke successfully.
14. He spoke with unusual success.
15. He spoke twice without success.
16. The men carried the box with care.
17. The men carried the box carefully.
18. They attacked with marked courage.
19. The fort was defended with stirring bravery.
20. Hopelessly the soldiers fought on with splendid courage.
21. With little hope the soldiers struggled bravely on.
22. Unexpectedly a ship appeared in the river.
23. The ship appeared without warning.
24. We were sitting on a bench.
25. They sang with very pleasant voices.

2. Give several sentences of your own in which you use adverbs and adverbial phrases. Point out the verb in each sentence to which each adverb or adverbial phrase adds meaning.

An adverbial phrase is a phrase that is used like an adverb, to add meaning to a verb.

F. Proper Nouns and Proper Adjectives

I

Some nouns are called proper nouns. You can tell them by their first letter. This is always a capital letter. All the other nouns begin with a small letter and are called common nouns.

Exercise. Pick out the proper nouns from this list:

boy	aviator	book	Atlantic	Christmas
George	Lindbergh	Bible	ocean	holiday
girl	day	horse	America	Thanksgiving
Mary	Tuesday	Dobbin	continent	street
city	month	dog	Asia	Broadway
Denver	February	Rover	Europe	Florida

Do you see why some nouns are called proper nouns? How does the noun *boy* differ from the noun *George*? The noun *boy* refers to any boy, but the noun *George* is the name of a particular boy. How does the noun *month* differ from the noun *February*? The noun *month* belongs to a whole dozen months in common, but the noun *February* it is proper to use of only one of the months. So *February* is a proper noun, and *month* is a common noun.

Exercise. 1. From the list on page 359 pick out the common and the proper nouns again. This time tell why you call them common or proper.

2. Write on paper or on the board several short sentences containing proper nouns.

A proper noun is the name of a particular person, place, or thing.

A proper noun may consist of several words, as:

George Washington	Palmer House	Mississippi River
United States	Monroe Street	Lake Michigan

A proper noun should begin with a capital letter.

II

As there are proper nouns, so there are proper adjectives. Like proper nouns proper adjectives begin with a capital letter. In fact, proper adjectives are made from proper nouns. So the proper adjective *Mexican* comes from the proper noun *Mexico*; the proper adjective *Cuban*, from the proper noun *Cuba*; the proper adjective *Russian*, from the proper noun *Russia*.

Exercise. 1. Make a proper adjective from each of the proper nouns at top of page 361 and write it on the board or on paper. Let your dictionary help you.

1. America	6. Turkey	11. Austria	16. Scotland
2. Canada	7. Sweden	12. Belgium	17. Wales
3. Africa	8. Spain	13. Europe	18. France
4. Italy	9. England	14. Australia	19. Germany
5. Texas	10. Poland	15. India	20. Portugal

2. Write several sentences containing proper adjectives.

A proper adjective should begin with a capital letter.

G. Sentence Analysis

Every sentence consists of two main parts: the subject and the predicate. Furthermore, the subject can be separated into its parts. These are (1) the principal word of the subject, and (2) the other words that go with the principal word. The predicate also can be divided into its parts, which are (1) the verb and (2) the word or groups of words that add meaning to the verb.

Notice below how a sentence is analyzed:

A Sentence Taken Apart

A tall, handsome soldier in full uniform stood quietly before the khaki tent.

I. The entire subject is *A tall, handsome soldier in full uniform.*
The entire predicate is *stood quietly before the khaki tent.*

II. The principal word of the subject is the noun *soldier.*
The principal word of the predicate is the verb *stood.*

III. With the principal word of the subject *soldier* belong the adjectives *a, tall, handsome,* and the adjective phrase *in full uniform.*
With the verb *stood* belong the adverb *quietly* and the adverbial phrase *before the khaki tent.*

Exercise. Analyze each of the following sentences; that is, separate each into its parts and show how these parts belong together:

1. A luscious orange lay in the basket.
2. The green car with the colored driver stood at the corner.
3. Several women in summer dresses came toward the car.
4. A tall policeman signaled to the driver angrily.
5. The polite driver bowed courteously to the officer.
6. Two small boys looked curiously on.
7. A young man on a bicycle whizzed hurriedly past them.
8. A ripe red apple of good size hung loosely on a high branch.
9. The orchard belongs to my uncle.
10. The friendly conductor smiled at the school children.
11. The grocer at the next corner sneezed into his new handkerchief.
12. That handkerchief had been given to him by his wife.
13. Every pupil in the class worked hard at the lesson.
14. A boy was writing on the blackboard.
15. The other children were writing on paper at their desks.
16. An apple and a pear lay on the little girl's plate.
17. A glass of sweet milk stood beside her plate.
18. She and her brother were eating and talking.
19. The school bell was ringing in the distance.
20. Their big brother drove to school in the car.
21. All three children jumped hurriedly into the big automobile.
22. A flock of white chickens was scratching in the yard.
23. Two horses were waiting for the farmer.
24. The young farmer's wife was singing and working in the kitchen.
25. A pretty baby was crawling on the floor.
26. The farmer's wife and the baby went to the door and looked out.
27. Several large geese waddled about in the muddy yard.
28. A stranger with a satchel stepped to the door and knocked at it.
29. He talked about a book and other things in his satchel.
30. The young farmer listened politely and smiled.

31. Suddenly, without the slightest warning, a little dog dashed into the room.

32. Very excitedly he danced around his master.

33. Very doubtfully the master looked at the excited animal.

34. With a long, loud blast of her whistle the huge steamship moved away from the crowded dock.

35. Most enthusiastically every person in that crowd shouted and waved.

36. In a short time the ship could hardly be seen on the water.

37. Gradually the crowd scattered.

38. Slowly, with the setting of the sun, came evening.

39. At length over the fruit-tree tops could be seen the moon.

40. From a neighboring grove of trees the whippoorwill could be heard.

41. In every house on every street appeared the bright lights.

42. In the marshes outside the city croaked the happy frogs.

43. After an hour every little girl and boy would be sleeping soundly.

44. Over the radio came the unexpected news.

45. In every city in the broad land was heard the stirring announcement.

46. Who is knocking at the front door?

47. Who can speak without mumbling?

48. Whose book is lying on the grass under that tree?

49. Whose dog is barking so excitedly tonight?

50. Where will the train go tomorrow?

51. Walk carefully.

52. Speak with more life and with more distinctness.

53. Look to the right of that high pole.

54. Hang on tightly.

55. Bow politely and speak pleasantly.

56. When shall you return to your own home?

57. How neatly can you write with that dull pencil?

58. Who has ever traveled in Spain?

59. Do not write so fast.

60. Whose father or mother has ever traveled in Europe or has ever lived in Washington?

61. Very much cotton is manufactured in New England.

62. Massachusetts leads in the manufacture of cotton.

63. The raw material is grown in the South.

64. Manufacturing is done in New England, the Carolinas, and Georgia.

65. In the Western and the North Central States wool is grown.

66. The manufacture of woolen goods is carried on in the East.

67. Some raw wool is sent to us from abroad.

68. Usually woolen mills are built near the seaports.

69. Some of the greatest fortunes of our times have been made in the iron and steel industry.

70. Steel is now much used in the framework of buildings.

71. The enormous railroad systems of this country and of foreign countries call for millions of tons of steel.

72. Our iron ore comes chiefly from the rich Lake Superior region.

73. In Pennsylvania is found cheap fuel for smelting.

74. In several parts of the world vast rubber plantations have now been established.

75. How many rubber plantations are found in Mexico?

76. Where does rubber come from?

77. Raw rubber flows like a milky juice from the bark of a tree.

78. Walk carefully in this tropical jungle.

79. Look out for poisonous snakes and insects.

80. Cautiously yet swiftly our Indian guide moved through the brush.

81. Many rubber trees grow in the swamps of Brazil.

82. Have you ever been in Brazil?

83. When shall you go there and look for rubber trees?

84. Listen to the song of the birds on that tall rubber tree.

85. In the canoes of the natives the gathered rubber is carried from the forests to the seaports.

86. Rubber is manufactured into a great number of useful articles.

87. In 1850 the manufacture of rubber boots commenced in this country.

88. The common white potato was first seen by Europeans in this country during Pizarro's conquest of Peru.

89. Are any potatoes and any potato bugs growing in your little vegetable garden?

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